“NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE” FOUNDATION

EXPERT PANEL REPORT
INSTITUTIONAL ACCREDITATION OF
EDUCATIONAL COMPLEX OF THE MINISTRY OF INTERNAL AFFAIRS OF THE REPUBLIC OF ARMENIA

Yerevan – 2024

INTRODUCTION

Institutional accreditation of the Educational Complex of the Ministry of Internal Affairs of the Republic of Armenia (hereinafter ECMIA or TLI) was carried out according to the institution's application.

The institutional accreditation process is coordinated and implemented by the "National Center for Professional Education Quality Assurance" Foundation (ANQA). Whilst carrying out its operations, ANQA was guided by the regulation on "State Accreditation of RA Institutions and their Educational Programs" set by the RA Government decree N978 of June 30, 2011, as well as by decree N959-Ա of June 30, 2011, on "Approving the RA Standards for Professional Education Accreditation".

The expertise was carried out by the expert panel, which consisted of four local and one international experts, and was formed according to the demands of the ANQA Regulation on the Formation of the Expert Panel.

Institutional accreditation is aimed at the external evaluation of quality assurance and the continuous improvement of the quality of the institution's management and educational programs. Hence, there were two important issues for local and international expert panel members:

To carry out an expertise of institutional capacities in line with the RA standards for state accreditation,

To conduct an evaluation for the improvement of the institution's quality, compliance with international developments, and integration into the European Higher Education Area (EHEA).

The report contains the results of the expertise on TLI's institutional capacity according to the RA criteria for professional education accreditation and the peer review of the international expert from the perspective of integration into the EHEA.

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SUMMARY OF EVALUATION

EVALUATION OF INSTITUTIONAL CAPACITIES ACCORDING TO ACCREDITATION CRITERIA

The expertise of the Educational Complex of the Ministry of Internal Affairs of the Republic of Armenia was carried out by the expert panel formed according to the requirements of ANQA Regulation on the Formation of the Expert Panel. The evaluation was carried out according to the ten criteria set by the RA Government on 30 June 2011 N 959–Ն decree.

While evaluating, the expert panel emphasized the ECMIA's role in staffing the police and other state law enforcement and departmental bodies. Currently, the RA police system is in the stage of reform, and the Educational Complex of the Ministry of Internal Affairs, being the only educational institution that prepares professional personnel for this field, has its unique role in the core of the police system reforms.

For the expert panel, the effect of these reforms on the entire activities of the Educational Complex is noticeable. The achievements and extensive work of the TLI to improve the academic programs are visible. The active participation of the Educational Complex in developing sectorial standards is highlighted. Also worthy of attention is the work carried out around the "Patrol" academic program, in the review and implementation of which internal stakeholders, employers and international partners are involved. The program was implemented based on international experience, which had a positive impact on increasing the efficiency of the educational process.

After studying the international experience of teaching methodology to achieve educational outcomes, it was localised in the Educational Complex. Simulation laboratories and practical learning environments have been created where students acquire theoretical knowledge and practical skills based on practical scenarios, preparing for professional activities in natural conditions. The expert panel notes that the Educational Complex has, to a certain extent, extended its positive teaching and assessment experience to higher academic programs.

The expert panel also emphasizes the suspension of new admissions of the "Law" AP for bachelor's and master's degrees, but the TLI continues to provide education with this qualification. In this context, the continuous use of tools for monitoring and improving the given academic program is essential, regardless of the program's status. On the other hand, the expert panel meetings with the stakeholders showed that the free "Law" AP will be the basis for developing the academic program with the police new bachelor's qualification.

It is undoubtedly important to highlight the faculty when implementing academic programs. Most of them are involved in both professional and pedagogical activities. This circumstance ensures the practical orientation of the educational process for students, allowing them to apply theoretical knowledge in real work situations. However, the requirements for filling the positions and vacancies in the Educational Complex are somewhat strict and require the presence of a police rank. Although the Educational Complex has shown some flexibility in hiring hourly employees, there are still vacancies. The expert panel believes that the Educational Complex can evaluate and review the list of positions and the requirements for filling individual positions, making them more flexible and contributing to recruiting specialists with academic titles and degrees. The above will also contribute to ensuring the stability of the faculty composition. It is also important to emphasise the existence of an improved educational environment after the previous accreditation process.

The Educational Complex has paid great attention to modernizing and replenishing the resource base in recent years. Simulation rooms, professional cabinets, and technically equipped classrooms have been built. The latter greatly impacted introducing and disseminating innovative teaching and assessment approaches. The expert panel also notes that the Educational Complex strives for an effective financial policy. Along with the decrease in the number of students, the latter found stability in financial income through short-term programs and training.

The expert panel emphasizes the importance of monitoring the "Patrol" AP, carried out by an external quality assurance body, the International Criminal Investigation Training Assistance Program (ICITAP). The methodology used by ICITAP played a significant role in revising and modernizing the content of the academic program, as well as in the process of continuous improvement of the professional and methodological abilities of the faculty. The expert panel believes that this successful experience for the Educational Complex should become an essential landmark for the in-depth and comprehensive evaluation of academic programs.

The Educational Complex's internal quality assurance structure must localize the methodology and positive experience ICITAP uses in its system. This approach will contribute to the comprehensive analysis of academic programs in the future, effective issue identification, and further continuous improvement. Based on the above, the expert panel notes that the Educational Complex provides professionals who align with the labor market's needs and are awarded reliable qualifications.

As for Strategic Planning, after the previous accreditation, the TLI improved its strategic planning toolkit to a certain extent, carried out the activities planned in the follow-up plan, evaluated the results in a certain way, and developed the 2022-2026 Strategic Plan (hereafter SP). Indicators for assessing the expected outcomes were defined.

The expert panel notes that the clear and effective use of the SP toolkit will play a crucial role in the newly formed educational structure. To ensure the effectiveness of the reforms, the TLI must develop a transitional strategic plan based on its experience, where future goals, implementation deadlines and performance indicators for evaluation will be specified as much as possible. Only in this case, it will be possible to ensure a planned and effective unification process of the ECMIA and the Crisis Management Academy, contributing to the successful course of reforms and the establishment of the newly created structure. Ahead of the reforms, the Educational Complex also carried out an external evaluation and analysis of its functions, the results of which can become important landmarks in the context of future changes.

It is necessary to emphasize that these systemic changes should be as transparent as possible for the academic program's implementers, stakeholders, faculty, and students. This will guarantee the continuous improvement of educational institutions' quality and the reliable awarding of qualifications.

At the current stage, vertical connections are more robust in the educational complex's management system, contributing to decision-making and implementation and improving accountability. However, the mentioned model has somewhat hindered the establishment of a quality assurance structure and ensuring independence. The expert panel notes that the revision of the management system and structure is also at the core of the reforms, which will give the Educational Complex greater autonomy and scope of freedom in the decision-making process. At the same time, the expert panel responded positively that several departments, such as the Department of International Cooperation and IT Implementation and the Department of Quality Assurance of Education and Scientific Works, will function as separate structures in the future. At the present stage,

the joint management of the latter hinders the full development of quality assurance, research, and internationalization directions and reduces the efficiency of the work. It is necessary to note that the expected changes in the new organizational structure should be emphasized by implementing effective quality assurance mechanisms in all processes, which is possible only by re-evaluating the position and role of the Quality Assurance department. Establishing a quality assurance structure and implementing effective mechanisms are relevant and necessary to assess the effectiveness of the management model in the future.

Based on the above, it can be concluded that the Educational Complex's management system is improving, and steps are being taken to adopt the new management model and distribute roles.

After the previous accreditation, the TLI's research interests were clarified. The scientific potential formed in the Educational Complex is essential in developing the police system and offering scientific solutions to existing problems. Notably, the Educational Complex has all the prerequisites for implementing systematic research, which can be valuable for local and international partners. From this point of view, it is essential to continuously improve the mechanisms of active involvement of students in research works, as well as the work carried out in the direction of replenishment and rejuvenation of scientific personnel, considering the fact that the Educational Complex is the only educational institution in the field. The expert panel emphasizes that the Educational Complex should reevaluate the mission of its research activity, emphasizing the prospect of being a scientific research base engaged in the study of important and current issues for the police system. For the continuous development of scientific research activity, it is necessary to expand the scope of research, including innovative directions and interdisciplinary approaches. The development of international cooperation in this field is also of primary importance for the Educational Complex. The expert panel encourages continued work in this direction, such as the research carried out within the framework of CEPOL (European Agency for Law Enforcement Training) (2024). The initiation of joint research programs will contribute to increasing interest in the conducted research among lecturers and students. To increase the number of publications in international scientific journals, it may also be effective to introduce internal grant programs to stimulate publications in high-ranking periodicals.

After the previous accreditation, the Educational Complex has improved the scope of its international cooperation and external relations. Currently, the TLI has international agreements and membership with several international police educational institutions, which facilitates the participation of students and faculty members in international events, courses, conferences, and other projects. However, the component of academic mobility and mutual recognition of international academic programs is still not noticeable. At this stage, it is also important to promote the development of the English language of students and faculty. Currently, English language courses are organized in the Educational Complex, which aims to improve language skills and contribute to the broader involvement of international cooperation and academic mobility programs. However, the expert panel notes that language courses should also be implemented with a bottom-up approach, consistently evaluating the courses' effectiveness in increasing language proficiency.

The Educational Complex has a multi-level accountability system based on effective collaboration with internal and external stakeholders. This accountability system includes a bottom-up approach, ensuring all stakeholders are involved in decision-making. In addition, the Educational Complex has a long experience providing legal assistance to various segments of society, which is also an essential part of societal responsibility. The expert panel emphasizes that the societal responsibility

of the Educational Complex is not limited to its services. It has the role of constant improvement of state-society relations, which is evidenced by the results of public opinion studies on patrol officers, which prove that the Educational Complex has managed to produce graduates corresponding to the image of the "new policeman", winning the trust of both the state and society, which is emphasized with a steady flow of applicants and interest in the profession.

The strengths of the TLI are as follows:

1. Internal and external stakeholders value the mission of the Educational Complex,
2. Effective financial policy with the provision of budgetary and extra-budgetary incomes,
3. The close connection of the educational institution with the labor market and the processes of improvement of the educational institutions,
4. The experience of developing, monitoring, and improving the "Police Case" AP with the active involvement of employers and external experts,
5. Being endowed with high professional skills of the teaching staff, including practical activities,
6. Additional services provided to students by TLI,
7. Provision of the resource environment of the educational complex, such as classrooms equipped with technical and professional learning resources, simulation laboratories,
8. The existence of a legal clinic and legal consultations provided to citizens,
9. Acquisition of new international partners in recent years, because of which students and faculty can exchange experience.

The weaknesses of the TLI are as follows:

1) Weak use of horizontal connections in the management system,
2) Lack of experience in student mobility programs,
3) The inflexible system of recruitment of administrative and teaching staff,
4) Sectoral application of assessment tools (mainly within the APs framework),
5) Incomplete incentive mechanisms for the implementation of research works,
6) The lack of independence of the quality assurance system,
7) Weak application of tools for assessing the effectiveness of quality assurance mechanisms.

Mission and Purposes

1. Develop and implement a transition strategy for integrating the TLI that clearly expresses the course of reforms and the expected outcomes. This strategy should also include developing new academic programs (AP) and smoothly transitioning to the new organizational and legal structure.
2. Review and reformulate the mission of the Educational Complex, considering the sectoral characteristics of the two educational institutions and the connection with the labor market, ensuring the relevance of the new mission to future requirements.
3. Clarify key performance indicators of the goals and objectives defined in the strategic plan (SP), establish a clear timetable, and estimate the financial resources required to fully implement the plan, ensuring efficient fund allocation.

Governance and Administration

4. Continue reviewing the management model, transitioning to a more participatory and liberal management that will promote the active involvement of internal stakeholders, students, and faculty in decision-making.
5. Conduct a human resource analysis to assess the need for vacancies and review the mechanism for filling positions, including civilian and academic personnel, which will ensure the flexibility and efficiency of the TLI.
6. Continue the policy of raising and implementing alternative incomes, ensuring the increase of extra-budgetary funds and financial stability.
7. Ensure the smooth implementation of the PDCA cycle in all APs, ensuring their even development.
8. Increase the transparency of administrative processes by reviewing document inconsistencies and revising regulatory documents.
9. Analyze internal factors, ensuring systematic data collection and making informed decisions based on them, which will improve the quality and efficiency of management processes.

Academic Programs

10. Introduce and implement optional courses in higher education programs (especially paid ones), providing more excellent career opportunities for graduates.
11. Spread the positive experience of monitoring and improvement in the "Police Case" pre-vocational academic program to other APs.
12. Develop and implement clear criteria for assessing internships to ensure objectivity in assessing students.
13. Review and clarify the criteria for assessing diploma and master's theses, ensuring transparency in student assessment.

Students

14. Ensure the dissemination of the positive experience of the scientific groups in some chairs serving the Jurisprudence academic program to other chairs as well.
15. Consider a mechanism for students studying on state orders and in the police service to ensure total attendance of theory classes or to provide an opportunity to receive counselling in case of missing a class due to being on duty/service.
16. Improve tools for evaluating and improving the effectiveness of student services.

Faculty and Staff

17. Improve the faculty evaluation process by studying and localising the positive experience of monitoring the "Police Case" pre-vocational academic program by external partners.
18. Implement faculty training programs based on identified needs.

Research and Development

19. Consider introducing internal grants programs to stimulate research activities of faculty and students and encourage an increase in the number of publications in internationally ranked journals.
20. Observe the selection of the most innovative topics and approaches within the framework of research priorities, contributing to the relevance and applicability of the educational complex's research and its international recognition.

21. Promote the internationalization of research activities, contributing to the implementation of joint research projects with international partners and increasing the weight and international recognition of the Educational Complex's scientific activities.

Infrastructure and Resources

22. Develop and implement diversified mechanisms for obtaining financial resources that ensure income diversification and reduce the risks of financial dependence.
23. Implement library digitization and create online course platforms, ensuring wide resource access.
24. Define the resource base necessary for implementing higher education programs and their courses, ensuring a more systematic process of resource planning and acquisition.

Societal Responsibility

25. Provide foreign language publications equivalent to the Armenian language information available on the Educational Complex's website, contributing to TLI's visibility among international partners.
26. Analyze and evaluate the effectiveness of public feedback mechanisms.
27. Develop a clear plan to organize more frequent informational and informative meetings with schoolchildren on various topics, contributing to forming a law enforcement society.

External Relations and Internationalization

28. Separate IT activities from the external relations department, ensuring clear functions and the scope of employees' work responsibilities.
29. Research and find sectoral educational institutions with best practices in providing student mobility, providing best practices of departmental educational institutions in Europe and other countries for involvement in mobility programs in sectoral TLIs.
30. To improve their foreign language skills, students should be assigned tasks in a foreign language within the framework of various subjects, and foreign language training courses for faculty and students should continue to be regularly conducted.

Internal Quality Assurance System

31. Review the subordination of the quality assurance structure and the quality assurance department to the board or head of the Educational Complex, ensuring the objectivity and independence of quality assurance processes.
32. Review the QA manual, policy, and concept, clarifying the implementation of quality assurance mechanisms in all areas of the Educational Complex's activities.
33. Develop and introduce QA mechanisms that will allow for the evaluation and continuous improvement of the effectiveness of all processes implemented in the Educational Complex.
34. Revise the surveys to be more targeted, providing more in-depth and objective analyses.
35. Ensure the publication of objective and updated data on quality assurance processes on the website of the Educational Complex, ensuring the transparency of QA processes.

Asya Simonyan, Head of the expert panel
28.10.2024

The Educational Complex of the Ministry of Internal Affairs of the Republic of Armenia is a departmental educational institution whose main mission is to train specialists for the Ministry of Internal Affairs at the following levels: pre-vocational and vocational, higher, and post-graduate. The Educational Complex, the main institution for training police officers, has an important strategic importance for the Republic of Armenia. Like many other similar institutions in Europe, the ECMIA is a departmental one with the main mission to educate and train professionals in a specific labour market (military, police, fight fighters, etc.). The fact that the institution is departmental gives the TLI a unique organizational management structure in all areas: administration, academic programs, internationalization, students, etc. Educational institutions with such status, which have the vision and ambitions to integrate into the European Higher Education Area, should be able to synchronize their activities with the requirements of both the Ministry and the educational system. This feature plays a decisive role in the autonomy of the educational institution, particularly in relation to the acquisition and management of resources and infrastructure, the implementation of management processes and student groups.

According to the self-evaluation, in line with the mission of the Educational Complex, the following strategic priorities (lines) have been envisaged in the Strategic Plan:

1. to ensure the implementation and application of the latest approaches to education,
2. improvement and current development of scientific research activity,
3. to ensure the necessary external relations and effective international cooperation,
4. to continuously improve the management system,
5. to modernize the infrastructures and structural divisions.

The Educational Complex has made significant progress, especially in modernizing resources and revising teaching methods and approaches. Considering the specific nature of acquiring knowledge and skills in the police field, police operations, case studies, training based on scenarios taken from the practical field, etc., are carried out in simulation laboratories. From the site visit and professional meetings with the students, it became clear that learning based on real scenarios contributed to forming professional attitudes and behaviour towards the profession in the students. In addition, it is necessary to note that the students are educated in terms of knowledge of the law and procedures, and more importantly, they are very concerned about protecting the rights and security of the civilian population.

Regarding scientific research, although the ECMIA management, the faculties and departments, and the teaching staff mention this pillar as a priority, the findings during the visit do not show major and impactful achievements. Thus, we have not identified any scientific project at the national or international level in which ECMIA is involved or individual teachers have an essential contribution. Likewise, scientific articles published in journals with a high impact factor are not highlighted in SCOPUS or other international scientific databases. There are no mechanisms to support students in the research activities. The scope of student participation in the Educational Complex's research is practically limited to preparing a Master's thesis (according to a template but with a limited methodology for conducting research). The overall scientific and research activity of the ECMIA is weak, making the students' involvement low and passive as well. To align with the main standards of

EHEA institutions, it is necessary to link research activities with educational programmes, create channels for student dissemination and expand the cooperation between higher education institutions in Armenia and abroad.

The field of international relations must be analyzed through the prism of two levels: institutional cooperation and academic mobility. ECMIA has several international agreements with similar institutions from other European countries and the region, as well as with China. Based on these agreements and not only, teaching staff and students participate in various activities, joint training sessions, conferences, etc. On the other hand, the academic mobility component, which also involves the mutual recognition of studies, is not obvious. The specifics of this higher education institution, previously highlighted, are prominently manifested in this field of academic mobilities because it needs approval from the Ministry of the Interior and funds. On the other hand, the argument that mobility is not exactly useful because the legal and police systems are different from country to country is not fully substantiated. Other similar European academies participate in such programs, including Erasmus, with remarkable results. Regarding the alignment of ECMIA objectives with those of EHEA universities, the academic mobility and internationalization component is decisive.

To achieve the goal of internationalization, priority must be given to issues related to language competence among staff and students. The institute will need to consider the extent to which language modules should be optional/compulsory, as the number of staff and students benefiting from the classes currently offered is not sufficient to build a fully functional set of international relations with other institutions.

The management of ECMIA is modern and correctly combines the norms of the Ministry of Interior of Armenia and the academic normative standards. Thus, the institution is organized by faculties, departments, and centres and has management and collective consultation structures in its organizational chart specific to universities: the scientific council, the student council and the administrative (institutional) council. From the site visit, it became clear that from the rector to the student, everyone involved in the decision-making or advisory process has a constructive attitude; they show professionalism and determination. Although the management bodies of the ECMIA ensure that management standards are maintained at all levels, it seems that the academic side suffers from a strict policy framework given by the MIA rules and has a negative impact on the development of democratic management mechanisms. The direction should be to increase stakeholder participation in the management of the Educational Complex.

The ECMIA, by its specifically, does not have its own financial resources. It is provided by the MIA according to the public budget and priorities, which is augmented with very low financial resources gained for tuition-based programmes. This very important factor hinders the autonomy of the Educational Complex. Resources, particularly financial, play a crucial role in achieving the ECMIA mission and goals. Therefore, from the last accreditation report, ECMIA used the resources to renovation of buildings, modernization of classrooms, acquisition of simulation systems and so on. The Educational Complex advantage and its' strong point is the existence of specialized classrooms of IT, criminology, criminalistics, shooting training, simulations, crime scene rooms, law laboratory, combat sports and others. However, there is a demand to invest more in training facilities, accommodation, and a library. For the EHEA ambition, the library must be renovated, modernized, and adopt an electronic library system for e-books and scientific databases. Nevertheless, further investments are needed in infrastructure.

RECOMMENDATIONS

1. Consider the need to prepare an official set of outcomes (knowledge, skills, and attitudes requirements for the first job) presented to the graduates of the Educational Complex by the Ministry of Internal Affairs at the higher, pre-vocational, and vocational levels. This approach will contribute to the graduate's preparation by the field's requirements.
2. Involve international academic exchange programs to ensure internal and external mobility of faculty and students.
3. Increase the number of full-time professors (title and positions) at the faculties level, civilians and militaries. For militaries (similar), it is recommended to separate the rank and the didactical title, not make them depend on each other.
4. Consider the possibility of having its own scientific journal in international databases (for example, Scopus, Web of Science). The latter will contribute to the educational complex's dissemination of science and increase its impact.
5. Take steps to increase the number of research studies conducted by faculty and students and improve the research methodology.
6. Invest more efforts in developing the English language of the faculty and students.
7. Consider the possibility of digitization of academic activities by developing and introducing an electronic learning platform, an academic framework for interdepartmental cooperation.

DESCRIPTION OF EXTERNAL REVIEW

COMPOSITION OF EXPERT PANEL

The external expertise of the institutional capabilities of ECMIA was carried out by the following expert panel[1].

1. **Asya Simonyan**- Candidate of Pedagogical Sciences, lecturer of the Department of Physical Education Theory and Methodology of Shirak State University, artistic gymnastics coach, head of the expert panel.
2. **Ion Roceanu**- Professor at the National Defense University of Romania, director of the doctoral studies council, the international member of the expert panel.
3. **Aida Tadevosyan**- Candidate of legal sciences, lecturer at the Department of Law of the European University of Armenia, member of the expert panel.
4. **Gegham Karoyan**- Candidate of technical sciences, deputy director of educational affairs of the Institute of Information and Communication Technologies and Electronics of the National Polytechnic University of Armenia, lecturer of the "Electronics, Biomedical and Measuring Systems" chair of the same university, member of the expert panel.
5. **Avetik Khosthegyan**- 2nd-year student at Eurasia International University Management and IT Chair, student expert.

The composition of the expert panel was agreed upon with the University and was appointed by the ANQA director.

Anahit Terteryan, a Specialist at the Institutional and Program Accreditation Division of ANQA, coordinated the expert panel's work, and Vardanush Baghdasaryan, a lecturer at V. Brusov State University, provided the translation.

All the members of the expert panel have signed impartiality and confidentiality agreements.

PROCESS OF THE EXTERNAL REVIEW

Application for state accreditation

For institutional accreditation, ECMIA applied to ANQA by submitting the application form, copies of the license, and the appendices. The ANQA secretariat checked the data in the application form and the adjacent appendices.

After deciding to accept the application request, ANQA and TLI signed a bilateral agreement. The timetable of activities was also prepared and approved.

Self-evaluation

According to the format defined by ANQA, the institution submitted the self-evaluation of institutional capabilities and the package of adjacent documents within the time limits set by the schedule. The ANQA coordinator reviewed the report to verify compliance with the ANQA requirements.

[1] APPENDIX 1.CVS OF EXPERT PANEL MEMBERS

Preparatory phase

Four trainings on the following topics were organized for the expert panel members to prepare the latter and ensure the effectiveness of the activities:

1. The main functions of the expert panel members,
2. Preliminary evaluation as preparatory phase of developing expert panel report, the main requirements of writing the report,
3. Methodology of observation of documents and resources,
4. Techniques and ethics of meetings and questions to be posed.

Having observed the self-evaluation and adjacent documents of ECMIA, the expert panel conducted the preliminary evaluation; according to the format, the list of additional documents needed for observation was prepared, as well as the list of questions and issues for different target groups, noting the respective departments or target groups. During the preliminary evaluation, members of the expert panel also conducted auditions of classes and resource reviews. Later, the expert panel summarized the initial evaluation results and formed a time schedule of the site-visit[2]. According to the ANQA manual on expertise, the intended meetings with all the target groups, close and open meetings, document and resource review, visits to different infrastructures and others were included in the time schedule. According to the ANQA manual on expertise, the intended meetings with all the target groups, closed-door and open meetings, document observation, etc., were included in the time schedule.

Preliminary visit

On June 17, 2024, a meeting was held with the TLI's management staff. Throughout the visit, the plan-schedule was agreed upon, and discussions and mutual decisions were reached regarding organizational, technical, and informative questions, as well as the conduct and norms of ethics of meeting participants. The conditions for the focus group meetings and the expert panel's work were discussed.

Site-visit

The site visit took place from June 25-28, 2024. The work of the site visit started with a closed meeting, the purpose of which was to discuss and agree on the assessment framework with the international expert Ion Roceanu, the issues to be studied during the visit, the strengths, and weaknesses of the TLI per criteria, the procedure of the focus group meetings, and clarify the next steps. All the expert panel members attended the visit, including the ANQA coordinator and the interpreter. The site visit started with a meeting of the head of the Educational Complex and ended with a meeting with the management staff of the institution. Teacher and student participants, deans, heads of chairs, employers and alumni of the focus group meetings organized to clarify the issues were selected from the university's previous list. All scheduled meetings were held except for the interim board of trustees meeting and the open meeting. During the planned visit, the expert panel also conducted a study of

[2] APPENDIX 2. SCHEDULE OF SITE VISIT

documents[3] and a review of resources[4]. During the closed meeting of the expert panel held at the end of each working day of the visit, the intermediate results of the assessment were brought out, and at the end of the visit, the main results of the visit were summarized in a closed discussion. The assessment was carried out within the framework of State Criteria and Standards of Accreditation and ANQA procedures, following which the assessment has two levels– **satisfactory and unsatisfactory.**

Expert panel report

The expert panel prepared the preliminary expert panel report based on the electronic questionnaire completed by the university, the review of the self-evaluation, the documents attached to it, the conducted auditions, and the observations during the site-visit because of regularly organized discussions. Based on several findings of the discussions, the expert panel and ANQA coordinator prepared the preliminary expert panel report. The international expert prepared a separate peer review. The documents were translated and handed over to the expert panel. The peer review is fully included in the report. After the expert panel members' approval, the preliminary report was provided to the TLI on 20.09.2024. The TLI did not submit observations and objections regarding the preliminary report. After receiving the TLI's feedback, the expert panel prepared the final version of the report.

Anahit Terteryan
Expert panel coordinator

28.10.2024

[3] APPENDIX 3. LIST OF DOCUMENTS OBSERVED
[4] APPENDIX 4. RESOURCES OBSERVED

EVALUATION ACCORDING TO ACCREDITATION CRITERIA
BRIEF INFORMATION ABOUT THE EDUCATION INSTITUTION

HISTORY: On June 16, 1966, by the decree of the Presidency of the Supreme Council of the Armenian SSR, then the government, the secondary professional school of the militia of Yerevan was founded, where the study was for two years, and the institution awarded the rank of junior lieutenant to the graduates. Until 1990-1991, the secondary vocational school of the militia of Yerevan operated as the higher courses of the Ministry of Internal Affairs of the USSR, and in 1991-1995, as the higher school of the militia of the Ministry of Internal Affairs of the Republic of Armenia. The Higher School of the Ministry of Internal Affairs of the Republic of Armenia was established by the decision of the Prime Minister of the Republic of Armenia on September 26, 1995, "On the Higher School of the Ministry of Internal Affairs of the Republic of Armenia" N 197. Then, two years later, the Higher School of the Ministry of Internal Affairs and National Security of the Republic of Armenia was established by the RA Government's Resolution No. 311-N of July 30, 1997, "On Approving the Charter of the Higher School of the Ministry of Internal Affairs and National Security of the Republic of Armenia". The school was renamed the Higher School of the Ministry of Internal Affairs of the Republic of Armenia by Resolution No. 566 of September 14, 1999, "On Amendments to Decision No. 311 of July 30, 1997" of the Government of Armenia. According to the decision of the Government of the Republic of Armenia No. 615 of April 28, 2011, the state non-profit organization "Police Academy of the Republic of Armenia" was reorganized into the state non-profit organization "Educational Complex of the Police of the Republic of Armenia". And by the decision of the Government of the Republic of Armenia No. 464 of April 6, 2023, the state non-commercial organization "Educational Complex of the Police of the Republic of Armenia" was renamed "Educational Complex of the Ministry of Internal Affairs of the Republic of Armenia".

EDUCATION: The educational complex currently implements primary (vocational), secondary professional, higher and postgraduate professional, and additional academic programs. The Academy of the RA Ministry of Internal Affairs educational complex also carries out higher and postgraduate professional education, including the paid, free, distance learning academic program of jurisprudence. Secondary vocational education is carried out by the college of the RA Ministry of Internal Affairs educational complex, which includes the faculty of police secondary vocational education, and four chairs and primary vocational education is carried out by the training center, which consists of the preliminary vocational training department and two educational branches. As for the faculty, there are 61 lecturers on the teaching staff of the academic center, 44 in the college, 83 with bachelor's degrees, and 22 with master's degrees, and most of the lecturers included in the teaching staff combine practical activities with pedagogical and scientific-pedagogical activities.

RESEARCH: Implementing research in the educational complex is a strategic priority. To carry out research activities, the following areas of research have been defined:

- The field of international cooperation of the RA police,
- The field of operative-investigative activities of the RA Police,
- The field of activities aimed at preventing crimes and other offences by the RA Police,

- The field of authorization and licensing activities of the RA Police,
- The field of RA police work planning, decision-making,
- The field on the history of RA police.

During the last three years, five international scientific and practical conferences and one student conference have been organized in the educational complex of the RA Police. The best materials from the meetings are published in the scientific-methodical periodical of the educational complex, in the collections of conference materials, in the collection of scientific articles "Modern Issues of Law" published from 2022, and in the electronic collection of scientific articles published from 2023. Over the past three years, 116 scientific papers have been published in RA journals, 43 in Russia, 3 in Germany and 1 in China.

INTERNALIZATION: ECMA wants to improve the quality of educational services and research through external relations, the internationalization of the educational complex, and its competitiveness at the national and international levels. This will create a favourable environment for intercultural dialogue and ensure the demand and competitiveness of graduates at the national and international levels. The educational complex has signed relevant cooperation agreements with 24 educational institutions and is a member of four international police organizations. After the previous accreditation, memorandums were signed with the following universities:

- Oryol Law Institute, named after V.V. Lukyanov of the Ministry of Internal Affairs of the Russian Federation,
- Odesa State University of the Ministry of Internal Affairs of Ukraine,
- Siberian Law Institute of the Ministry of Internal Affairs of the Russian Federation,
- New Bulgarian University.

QUALITY ASSURANCE: Establishing the quality assurance system in the Educational Complex of the RA Ministry of Internal Affairs began in 2016 as a quality assurance group. In June 2017, the Education Quality Assurance Department was formed, after which it was renamed the Education Quality Assurance and Scientific Works Department in April 2022. The main provisions, principles, policies, and internal quality assurance procedures reflect the department's goals and objectives.

Source: *The source of facts in the above areas is the documents provided by the institution (e.g. self-evaluation, strategic plan, schedule, plans of structural units, concepts, etc.).*

I. MISSION AND PURPOSES

CRITERION: The policies and procedures of the institution are in accordance with the institution's mission which is in line with ANQF.

Findings

1.1 The institution has a clear, well-articulated mission that represents the Institution's purposes and goals and is in accordance with National Qualifications Framework (hereafter NQF).

RA MIA Educational Complex is a state higher educational institution functioning in the Police system of the Republic of Armenia. It provides judicial higher education (bachelor's and master's), postgraduate professional education, pre-vocational and vocational education, and further educational programs. The studies of the expert panel show that the Educational Complex carries out its activities with the academic programs of the above professions by the requirements of the 3rd, 5th, 6th, 7th and 8th levels of the NQF. It should be noted that at the current stage, the admission of the "Law" bachelor's degree (free, paid) has been stopped to introduce a new bachelor's academic program soon, which will award a bachelor's qualification in the field of Police (it became clear from the site visit that the name of the AP and qualification is under discussion).

The mission of the Educational Complex is to create, transfer, and deliver knowledge in the framework of strategic plans conditioned to state and public needs. The mission of the TLI is aimed at training police personnel in RA, but it is necessary to note that this sectorial feature is not emphasized in the above-mentioned mission.

"The Educational Complex of the Ministry of Internal Affairs of the Republic of Armenia" SNOC operates by its charter (approved by RA Government Resolution No. 1791 of November 9, 2006) and the 2022-2026 Strategic Plan (SP), which in turn corresponds to the statutory goals of the TLI. It is necessary to note that the SP includes the previous SP's incomplete or partially implemented activities and the recommendations received after the previous accreditation process.

The Strategic Plan of TLI includes the mission of the Educational Complex, the vision, enduring values, and 8 strategic directions: the latest approaches to education, improvement of scientific and research activities, external relations and international cooperation, management processes and human resources management, infrastructure and resources, student body, public involvement, social cooperation and services, quality assurance of education. For each strategic direction of the SP, the goals and objectives, the expected outcomes (intermediate results) resulting from the goals, the responsible persons and the deadlines for implementation are defined. The plan schedule does not include the necessary resources for solving the problems, including financial ones. On the other hand, the planned dates are unclear, as they mostly cover the entire course of the SP for 2022-2026. The studies of the expert panel show that there are similar actions to achieve the tasks defined in different strategic directions. For example, in SP 4, one of the objectives of the direction "Management processes and human resources management" is to "Improve the potential of the Educational Complex's faculty". Task 1 action 4.1.1 envisages "Developing and implementing an appropriate program for raising the qualifications of the Educational Complex's faculty, studying local and foreign experience". However, a similar action can also be seen in SP direction 1., task 2., 1.2.1: "to develop and improve the measures

aimed at the organization of training and raising the qualifications of the staff of the Armed Forces according to the requirements of the Ministry of Defense", or: 1.2.3 "to create a means of increasing the qualifications of the employees of the Armed Forces and conditions for training using various forms of exchange of experience with leading republican and other recognized foreign universities and organizations".

1.2 The mission statement, goals and objectives of the Institution reflects the needs of the internal and external stakeholders.

According to the TLI's Quality Assurance Concept, the Educational Complex's stakeholders are the state, society, applicants and their parents, alumni, staff, colleagues, the police, and other employers. During the site visit, it became clear that the TLI is undergoing reforms primarily due to the reforms in the RA Police system.

Due to the peculiarity of the TLI's departmental affiliation, the Ministry of Internal Affairs is the main employer and customer of academic programs. The Educational Complex is constantly in dialogue with the Ministry of Internal Affairs, agreeing on strategic priorities and further reforms.

During the site visit, meetings with internal and external stakeholders made it clear that the Ministry of Internal Affairs of the Republic of Armenia plans to merge the Crisis Management Academy with the ECMIA in the context of police reforms, as educational institutions belonging to the same departmental body (Ministry of Internal Affairs), which will exclusively provide education for replenishment of the Ministry's professional personnel requirement at the 3rd to 8th levels of the NQF. The Ministry implements these changes according to the Estonian reform model. From the study of the documents, it became clear that within the framework of the RA Police Reform Program, during the 2023 OSCE Yerevan workshop, international partners discussed the concept of uniting the two TLIs and provided advice on ensuring the transition period, which emphasizes the need to consider the interests of both educational institutions in a rational manner and from the point of view of forming an organizational structure. Within the framework of these processes, the TLI will undergo an external study in 2023 by a European partner (in particular, an OSCE expert invited from Estonia), based on whose observations the ECMIA will plan the course of current reforms. As for the other stakeholders, surveys, discussions, etc., are conducted to highlight their needs. In addition, the stakeholders of the Educational Complex are also involved in decision-making bodies, the Scientific Council, the Educational Complex and student councils, where they can present their needs. The expert panel meetings with internal and external stakeholders showed that the TLI has an effective dialogue with the latter (Ministry and internal stakeholders). The effective dialogue is also evidenced by the fact that all internal stakeholders are aware of the reforms being implemented in the Ministry of Education and Culture and are trying to implement them with joint action.

1.3 The Institution has set mechanisms and procedures to evaluate the achievement of its mission and goals and further improve them.

Based on previous accreditation recommendations, the Educational Complex has defined quantitative and qualitative key indicators for evaluating the outcomes to evaluate the achievement of its SP goals, objectives, and actions. However, according to expert studies, some established indicators are not measurable. To improve scientific and research activities, it is planned to regularly develop

scientific research programs according to the target areas, involving representatives of employers, and the presence of scientific research programs is defined as an indicator. The expected number of programs and the expected qualitative result are not visible.

To assess the SP's goals, the TLI has the "Requirements and procedure for submitting a report on the implementation of the strategic plan of the Educational Complex of the Police of the Republic of Armenia" (2018). According to this procedure, the TLI carries out an annual report on the SP's work based on reports submitted by the units. The reports include information on the steps taken for each action planned by the SP and the justifications for the non-targeted actions or not being implemented. The monitoring group analyzes the report of the SP plan. As a result of the analysis, a "Reference" is drawn up on the implementation of the SP. The latter implies the group's general conclusion in implementing actions aimed at the goals and tasks of the SP, the work of the units and the achieved results. The expert studies showed that the reports and the references did not refer to achieving the results defined by the performance evaluation indicators (especially the quantitative ones).

Considerations:

The expert panel positively evaluates the role of the Educational Complex in training the necessary professional personnel for the state law enforcement agencies and the police system, who have filled the system for years. In the future vision, the Educational Complex will be reorganized as an educational institution, merging with the Crisis Management Academy. The upcoming merger will lead to the definition of a "new" mission. In this context, the expert panel emphasizes the expression of the sectoral features of the academic programs implemented by the two educational institutions and the connection with the labor market in reformulating the mission. As for the reforms, the expert panel emphasizes the existence of a transition strategy for the merger of the TLI, which will clearly express the goals and objectives of the transition period, the reform process (the intermediate steps necessary for the joint management of the two educational institutions) and the expected outcomes, including the new TLIs development and smooth transition to the new organizational and legal structure.

It is positive that the Educational Complex has a strategic plan where goals and objectives are defined and acceptable to internal and external stakeholders. The expert panel only notes that the deadlines for the steps to achieve the goals need to be clarified, and the financial resources need to be planned. Essentially, the planning and distribution of financial resources are directly related to the timing of SP actions. This will show the ability of the TLI to achieve its goals. On the other hand, this approach will guarantee the consistent implementation of the SP and achieving the expected outcomes. As for similar actions aimed at solving various problems, it is necessary to note that the latter needs to be clarified, which will contribute to optimising the SP and implementing more effective planning. Regarding the key indicators of action evaluation, the expert panel records positive progress in defining the latter. However, some quantitative and qualitative indicators need clarification. The above is also important for evaluating the planned institution's strategic goals in the future. The clarification will allow the TLI to evaluate the effectiveness of the implemented actions, improve quality assurance mechanisms, and contribute to the implementation of more detailed and justified planning of human, material, and financial resources.

The expert panel positively evaluated the TLI's emphasis on accountability for implementing the goals and tasks defined by the strategic plan, which contributes to controlling its implementation

process and ensuring its consistency. Nevertheless, the evaluation of the Strategic Plan will be carried out more efficiently if the TLI consistently refers to the established evaluation indicators in the reports. The issue of whether the implemented works were sufficient to cover/provide the indicators at a sufficient level is the subject of analysis in the SP summary report and reference.

Summary:

Considering that the educational complex of the Ministry of Internal Affairs has a strategic plan, a formulated mission, and a vision of the future, which internal and external stakeholders share, the TLI realizes its role and importance in the direction of training police personnel, after the previous accreditation process, mechanisms for evaluating the results of the implementation of strategic goals were introduced, the expert panel finds that the Educational Complex meets the requirements of criterion 1.

Conclusion*:*

The compliance of ECMIA institutional capacities with the requirements of Criterion 1 is satisfactory.

II. GOVERNANCE AND ADMINISTRATION

CRITERION: The institution's system of governance, administrative structures and their activities are efficient and are aimed at the accomplishment of mission and goals of the institution preserving ethical norms of governance.

Findings

2.1 The Institution's system of governance ensures structured decision-making process, in accordance with defined ethical rules and has efficient provision of human, material and financial resources to accomplish its educational and other purposes.

The Educational Complex of the RA Ministry of Internal Affairs is the only departmental educational institution that trains police personnel due to the peculiarity of the management system of the Educational Complex. The Educational Complex's charter stipulates: "The founder carries out the management of the Educational Complex, the authorized body- the RA Ministry of Internal Affairs, the executive body- the head of the Educational Complex."

The educational complex includes as separate structural units:

- The Academy provides higher and postgraduate education, including faculties of law, part-time learning, six chairs, and a master's degree department.
- The college carries out vocational education, which includes the Faculty of Police Secondary Vocational Education and four chairs,
- Educational centre carries out pre-vocational and additional education.

Each structural subdivision is headed by a director appointed by the head of the Educational Complex, whose candidacy is approved by the Ministry of Internal Affairs.

The collegial management units in the Educational Complex are the "Council" and the "Scientific Council." The site visit clarified that the structural units, such as the academy and the training center, also have their councils. The councils of faculties and chairs also operate in the Educational Complex.

The Council of the Educational Complex is an advisory body subordinate to the head of the Educational Complex, whose work is organized and managed by the head. The Council of the Educational Complex consists of one external (representative of the authorized body) and internal stakeholders, including deputy heads of the educational complex, heads of the Academy, College, and Training Center, lecturers, and students. The issues discussed in the council refer to the general activities of the Educational Complex (amendments to legal acts, discounts given to students, discussion of issues presented by other active councils, for example, the council of the academy, educational center, etc.). The annual reports of the structural units are heard, and the RA's Deputy Minister of Internal Affairs is also invited to discussions. However, it should be noted that the head of the Educational Complex approves the main decisions. According to the decision of the head of the Educational Complex, there is also an operational consultative body (the heads and deputies of the departments are involved), which convenes a session once a week to discuss current issues.

The Educational Complex is guided by the RA Law "On Approving the Disciplinary Code of the Police of the Republic of Armenia" (2005) and its "Internal Disciplinary Rules" (2015) when making decisions. The head carries out the current operational management of the Educational Complex. It became clear from the site visit that the latter enjoys respect and trust among internal and external stakeholders. Internal stakeholders trust the latter's decision-making process and the Ministry of Internal Affairs in conducting dialogue with external stakeholders. The evidence of all this is also that the internal stakeholders of the TLI are informed about the content of the planned reforms and support the head, contributing to the smooth and orderly implementation of the process.

The Educational Complex's organizational structure is approved and changed by the procedure of the RA Minister of Internal Affairs. After the previous accreditation process, the TLI revised its organizational structure and optimised it. For example, the Department of Scientific Works for Quality Assurance of Education was merged, and the Department of Internationalization and IT Division operates in the same format.

The Educational Complex's management system is characterized by vertical management (top-down, bottom-up). The organisational structure does not express horizontal connections, and some management links are not visible. For example, only one of the four deputy heads of the educational complex is the first deputy, highlighted in the diagram. The " Educational-Methodical and Development Department" is coordinated by the first deputy head of the educational complex (which in turn coordinates the "Educational Process Organization and Control Department", "international cooperation and IT Division"), "Educational Quality Assurance and Scientific Work Department" and "Training Centre." The other deputies are, respectively, the heads of the "HR Management Department", "Service Department", and "Economic Department". Nevertheless, it became clear from the site visit that there are certain horizontal connections between the departments, which operate within the framework of the implementation of the "orders" given by the Head of the Educational

Complex, conditioned by operational duties, for example, the organization of the admission process. The above is also because hiring/dismissal and filling positions in the Educational Complex is regulated by the Law of the Republic of Armenia, "On Police Service", and the subcategory of ranks of police officers, on which the operational management relations depend. According to the self-evaluation report, there are about 56 vacant positions in the Educational Complex, for example, the head of the chair, the head of the faculty, etc. During the site visit, it became clear that the vacant positions are caused by the lack of personnel corresponding to the passport of the given position, which sets certain requirements for both the police rank corresponding to the given position and the academic rank and degree. Temporary officials are appointed to such vacant positions until the nomination of a candidate who meets the relevant requirements. In addition to full-time employees appointed by the RA Minister of Internal Affairs or the Chief of Police, the Educational Complex also hires professors and other employees on a contractual basis based on the legislation regulating labor relations.

It became clear from the site visit that the merger of the Educational Complex and the Crisis Academy will be directly related to the management system. Thus, based on the report of the external evaluation of the activity of the Educational Complex (2023), also taking into account the experience of developed countries (especially the model of Estonia), the management of the Educational Complex will be carried out by "civilian" persons who will occupy administrative positions, but the lecturers may be police officers. It is planned to create a management council based on the model of other RA universities, consisting of 12 members: 6 internal stakeholders and six external. From this point of view, the TLI presented a package of recommendations to the Ministry.

To ensure the necessary financial resources for its mission and goals, the educational complex implements the financial management policy "According to the accounting policy of the Armenian Police Educational Complex SNOC" (2018). The main directions of the educational complex's financial resources management policy are planning financial resources, preparing a financial budget, effective allocation of financial resources, forecasting and controlling financial risks and providing alternative financial flows. The annual income and expense estimate for the Educational Complex is approved by the head of the financial and budgetary department of the RA Police upon the presentation of the head of the Educational Complex. The exact legal mechanism is provided for the approval of the budget for the generation and management of extra-budgetary funds. After the end of the financial year, the performance of the annual budget is presented based on the analysis of actual data. Fund distribution is carried out according to the directions on receipt. The inflow of funds of the educational complex consists of the following income items:

- flows received from the state budget for the pre-vocational academic program, for vocational academic program, for the organization of higher and post-graduate professional education,
- other incomes: pre-vocational, vocational and higher education.

One of the Educational Complex's main financial resources is tuition fees. The TLI receives state funding from the state budget through the RA Police for students within the framework of the state order. It is necessary to note that in connection with the suspension of admission to the "Law" AP, the income from tuition fees decreased by about 17% compared to 2022. At the same time, the revenue due to entrepreneurial activity increased. The TLI has financial income from paid courses, rent, grants, etc.

As for the expenses, it should be noted that the main part is the salary (about 81%), and the remaining 19% is the utility costs, acquisition of resources, taxes, tuition discounts, business trips, professional development costs of lecturers, etc.

2.2 The Institution's system of governance gives an opportunity to students and the teaching staff to take part in decision making procedures.

The ECMIA's management system enables internal stakeholders to participate in decision-making related to them, as also fixed by the Educational Complex's charter. The students and lecturers of the Educational Complex are included in the collegial management bodies- the Council of the Educational Complex and the Scientific Council. The students are also included in the Student Council. It became clear from the site visit that at the students' suggestion, a question was raised in the Council by the president of the SC about building a court session hall, for the construction of which the Educational Complex allocated about 30 million drams.

Twenty-five per cent of the members of the Scientific Council are students of the TLI. It became clear from the expert visit that it is not necessary to be a member of the Scientific Council to be a member of the Scientific Council.

Students are also included in the Council of the Faculty of Law of the Academy-25 per cent and the councils of other faculties.

The faculty representatives are also involved in different levels of management of the Educational Complex.

2.3 The Institution formulates and carries out short-term, mid-term and long term planning consistent with its mission and goals as well as has appropriate mechanisms for the implementation and monitoring of those plans.

The 2022-2026 Strategic Plan is the TLI's long-term planning document. The Educational Complex accepts the follow-up plan program schedule mentioned in the previous accreditation expert report as a mid-term planning document, which will be implemented during 2020-2021. For the assessment of the follow-up plan after the last accreditation, the TLI approved the procedure for "submitting reports on the implementation of the program schedule of actions for the follow-up plan mentioned in the expert report of the RA Police Educational Complex" in 2020, which defines the requirements and format of the report. The basis of short-term planning is the department's annual planning documents. At the current stage, short-term planning prevails in the TLI, which the TLI is trying to correlate with the 2022-2026 SP. Those responsible for implementing the goals and tasks expressed in the SP plan schedule include the steps for solving the relevant SP issues in the work plans of their divisions (educational branch, faculty, chair, department).

The TLI has a procedure for "Implementation and reporting of information and analytical work in the Educational Complex of the RA Police" (2019), according to which the divisions of the TLI submit a report for each quarter (3 months, six months, nine months) according to the work plan, per year). The Department of International Cooperation and IT Division summarises the reports, and the TLI submits a report to the Ministry of Internal Affairs at the same intervals. The monitoring group created by the head of the Educational Complex (according to the decision of 2019) monitors the

implementation of the SP steps by all departments under their responsibility and submits an annual summary report.

2.4 The Institution carried out examination of facts affecting its activities and draws on reliable findings during the decision-making process.

The previous accreditation expert panel advised the Educational Complex to systematically study internal and external factors and incorporate the results into its strategic planning. The TLI partially implements the recommendation. The Ministry of Internal Affairs of the Ministry of Education studies several external factors, considering the Educational Complex's sectoral and subordination characteristics. The Educational Complex has a certain opportunity to get firsthand information about emerging external factors because they are often related to the decisions of the Ministry of Internal Affairs and are under the control of the Ministry of Internal Affairs. For example, starting from 2022-2023, the admission of the "Law" AP is not implemented. Still, in cooperation with the Ministry of Internal Affairs, the Educational Complex carries out training of state system employees, alleviating the financial consequences of the termination of admission to the academic program.

Another important external factor for the educational complex is that the employees who teach in the Educational Complex and are police officers simultaneously are sometimes assigned to other positions by the Ministry of Internal Affairs, resulting in vacant positions. The TLI considers that future reforms will contribute to overcoming this factor when the TLI can fill some positions with civilians.

It became clear from the site visit that the Ministry of Internal Affairs conducts sectoral statistical studies in addition to the above. The results are the basis for decision-making, for example, how many patrols are needed to fill the personnel demand within the framework of the reforms of the RA police system, according to which the reception places are allocated according to the request and the reception of applicants is organized, agitation activities of applicants are carried out. Legislative changes and other factors directly or indirectly affect the management of processes in the Educational Complex.

As a departmental state, TLI's Educational Complex primarily depends on macro factors, which derive from the overriding interest in ensuring the public safety of RA citizens. However, the Educational Complex mainly relies on external evaluation data, and internal mechanisms for studying the above-mentioned factors are not implemented.

The main mechanism for studying internal factors is surveys, which are carried out within the framework of internal and external stakeholders, mainly to evaluate the quality of the provision of educational and other services. It is also necessary to note that the internal and external factors that appear during the implementation of the "Police Case" pre-vocational academic program are studied by the ICITAP international organization, trainings are organized based on the data presented, and programs are changed.

2.5The management of the policies and the processes is based on the quality management principle (plan-do-check-act /PDCA/).

In 2017, the Educational Complex introduced a policy of internal quality assurance, which guides TLI in ensuring the PDCA cycle of quality management. The studies of the expert panel show that the TLI improved the planning process based on the previous accreditation expert recommendations,

carried out a performance analysis of its two-year follow-up plan, evaluating the results, based on which the new 2022-2026 SP was drawn up. From the study of the documents and the site visit, it became clear that the departments of the TLI are mostly in the implementation stage. From the point of view of the management of the APs, the PDCA cycle is successfully supported in the documentation and improvement process works of the pre-vocational "Patrol" qualification AP. The standard introduced in 2020 was revised and improved in 2023. It should be noted that the program's implementation is in a continuous PDCA cycle.

Improvement works have also been carried out in other academic programs of the Educational Complex (alignment of "Law" with the National Standards), but they are still in the implementation phase.

After the previous accreditation, some regulatory documents were developed and implemented (for example, a guide to applying to the administration and management of students, a student guide), but the current main document base was approved during 2018-2019. It is necessary to note that there are cases when the same field is regulated by two documents of the same name, which sometimes contradict each other, for example, the rules of the same name "Evaluating the scientific activity of the chairs of the RA Police Educational Complex", where there are different unit scales for evaluating research works. It is necessary to note that there was no evaluation of the effectiveness of the documents.

According to the 2023 decision of the Government of the Republic of Armenia (No. 464-N of April 6), the "Educational Complex of the Police of the Republic of Armenia" SNOC was renamed "Educational Complex of the Ministry of Internal Affairs of the Republic of Armenia." However, this change was not reflected in the internal regulations in the document base, so from this point of view, the document base was not reviewed.

2.6 The Institution has evaluation mechanisms in place ensuring data collection, analyses and application of the data on the effectiveness of the academic programs and other processes.

The main mechanism for collecting information on the effectiveness of implementing various educational complex processes is the satisfaction surveys of the stakeholders, which are conducted by the procedure "Conducting surveys aimed at improving educational processes in the RA Police Educational Complex" (2018). The studies of the expert panel allow us to state that the application of the survey results is incomplete; not in all cases were the evaluation results the basis for decision-making.

The TLI acquired experience evaluating the effectiveness of the AP during the implementation of the "Patrol" AP. The program was developed jointly with international partners, and its results continued to be scrutinised by independent evaluators, particularly the components of the program's implementation and outcomes. Before the start of the program, the faculty received appropriate training on the correlation between teaching methods and expected outcomes. At the end of each educational stream, a teaching quality assessment is carried out by the ICITAP Armenian mission. The results are the basis for the selection of lecturers and the improvement of their training.

2.7. There are objective mechanisms in place evaluating the quality of quantitative and qualitative information on the academic programs and qualification awarded.

The primary means of disseminating information about the quality of APs operating in the Educational Complex and the quality of awarded qualifications are the educational complex's website (www.edupolice.am) and the Facebook page ("MIA Educational Complex"); there is also a YouTube channel.

The Educational Complex website presents the works of the academy, college, and training center in separate sections. The descriptions of the taught subjects are published according to the departments, and the activities of the educational complex are covered in general.

The activity of publications and views in various sources, including the website and Facebook page, is analyzed.

Considerations:

The expert panel positively evaluates that the ECMIA is carrying out targeted work to improve the management system, trying to move from a vertical management system to a more dynamic and participatory management model. Currently, the Educational Complex is mainly managed by a vertical system, where decision-making powers are concentrated within the framework of the Head of the Educational Complex and the Ministry of Internal Affairs. This may somewhat limit the ability to express the opinions of internal stakeholders, especially given the sectoral specificity of the Educational Complex and differences in police ranks. The expert panel believes that the reforms of the Management System can enable the Educational Complex to have greater freedom in the decision-making process, increasing the scope of responsibility and accountability of the TLI.

It is positive that the Educational Complex, within the framework of the current management model, involves its stakeholders in the decision-making processes through various consultative collegial bodies. This allows students and lecturers to express their needs and find adequate solutions. As for the operational management of the TLI, the expert panel positively notes that the trust of internal and external stakeholders towards the head of the Educational Complex ensures the efficiency of management and contributes to the orderly work of the Educational Complex in the transitional phase, which is essential for the TLI.

The expert panel positively assesses the existence of the Educational Complex's financial resources management policy. The Educational Complex has managed the consequences of reducing the number of students by securing alternative financial flows, which has led to maintaining the budget's stability. The expert panel encourages continuing the work towards expanding entrepreneurial activities and extra-budgetary financing. This will enable the Educational Complex not only to ensure financial stability but also to develop academic programs and improve the financial independence of the TLI.

Regarding the available vacant positions in the Educational Complex, the expert panel notes that according to the SP, structure, and intended functions, it is necessary to assess the actual employee demand and analyze how the presence of 56 vacant positions affects the Educational Complex's normal work. It is also important to note that vacancies result from linking police ranks/positions with the requirements for posting positions, which means that a professional with a degree often cannot fill a vacant position because a police rank is also required. According to the expert panel, the TLI should review its future staffing approach by introducing flexible recruitment and promotion structures involving both civilian and academic personnel, which could alleviate the shortage of human resources.

It is positive that since the previous accreditation, the Educational Complex has significantly improved its data collection on internal and external factors influencing its activities and data-based decision-making. The departmental affiliation allows the TLI to receive support from the Ministry of Internal Affairs in studying some external factors that contribute to data-based decision-making, especially when planning admission places. The experience of identifying the factors affecting the "Police Case" AP by the international organization is also positive. However, the expert panel notes that the Educational Complex's efforts to study internal factors and systematic data extraction thoroughly are not visible.

It is positive that the PDCA cycle is fully implemented in some APs. However, not all APs are managed with the same experience and logic, which can lead to uneven development and improvement. The PDCA cycle of administrative processes is still in the implementation phase, and there are cases when two documents with some contradictions regulate the same field. Administrative processes need evaluation. This will enable understanding of application documents, identifying inconsistencies and implementing improvements.

The expert panel positively evaluates that the Educational Complex makes the information about the awarded qualifications available to the beneficiaries through the official website and social pages, which contributes to increasing the role of the TLI.

Summary:

Considering that the management system of the ECMIA, despite the vertical nature of its management, tries to ensure a participatory decision-making process by involving internal and external stakeholders, the financial management system provides an opportunity to ensure budget stability through alternative financial flows, the TLI implements operationally efficient management, the PDCA cycle is implemented in some processes, the expert panel finds that the Educational Complex meets the requirements of criterion 2.

Conclusion:

The compliance of ECMIA institutional capacities with the requirements of Criterion 2 is satisfactory.

III. ACADEMIC PROGRAMS

CRITERION: The programmes are in concord with the Institution's mission, form part of institutional planning and promote mobility and internationalization.

Findings

3.1 The academic programs are in line with Institution's mission, they correspond to the state academic standards and are thoroughly described according to the intended learning outcomes of the qualification awarded.

The Educational Complex provides primary, secondary, higher, and postgraduate education at the 3rd, 5th, 6th, 7th, and 8th levels of the National Framework of Qualifications. As of the 2023-2024 academic year, five educational programs are being implemented at MMU: "Police Case" with patrol qualification, "Police Case" with criminal police officer qualification (pre-vocational), "Police Case"

with police officer qualification (vocational), "Law" with the qualification of a lawyer (bachelor's degree, master's degree, postgraduate degree). It should be noted that the "Law" academic program is divided into the following classifications: paid (full-time and part-time), free (full-time) and part-time. Those students who are in the service along with their studies and after graduation undertake to join the police system for at least five years and can study in the free system. Civilian students study on a fee-paying system, and those officers who already work in the police system and do not have a higher education receive education through a distance learning system.

The expert panel notes that the complete packages of academic programs of the Educational Complex were drawn up in 2019 (the higher education), guided by the "Procedure for developing educational programs in the RA Police Educational Complex" approved in the same year. However, they still developed the subject descriptions based on the outcomes.

In 2022, the Educational Complex reviewed the "Law" bachelor's and master's degree programs, approving the characteristics of the field framework of related qualifications (2021). The subject lists and credits, the expected learning outcomes in the subject descriptions, and the outcomes of the AP have been changed. The proportion of practical hours and practice has also been increased. Still, from the site visit, it became clear that the need to increase the practical component in the correspondence department of "Law" remains noticeable. The study of the curricula of the free and paid systems of the "Law" AP allows the expert panel to record that the subject list, number of hours and professional emphasis presented in the free system are more pronounced in terms of criminal law and criminal procedure because the students in this system are police officers and their career development prospects. The study of the curricula of the academic program of "Law" showed that there are differences in the distribution of credits in free, paid and distance learning programs, as well as the curriculum is different: 61 subjects are included in the free program, and 48 in the paid program. The free plan offers four internships, while the paid plan only offers one.

During the site visit, it became clear that the difference in the subject list is due to the fact that in the existing education system, students also study confidential materials and data, which are not available to students of the paid education program. However, it should be noted that the academic program outcomes defined for students in both free and paid training programs are the same. In 2020, the state educational standard for the "Patrol" qualification of the "Police work" specialty of pre-vocational education was approved, according to which the Educational Complex began implementing the given academic program.

The "Patrol" qualification academic program was introduced as a result of the study of the experience of the Texas State Police Academy, and the development of the training program took place within the framework of a joint project with the US Embassy. It should be noted that this standard is only used in the Education Complex as a pre-vocational academic program for civilians (duration five months, diploma is awarded) and for active police officers who want to become patrolmen as training (duration two months, award certificate). During the site visit, it became clear that the duration of the training plan was determined, considering that the police system urgently requires an appropriate number of specialists for the entire republic. Meetings with internal and external stakeholders revealed that the duration of the curriculum and the number of hours allocated to modules are limited. The

Educational Complex sees an opportunity to extend the implementation period of the educational program in the future (after recruiting the main staff).

During the implementation of the "Patrol" qualification program, practical and theoretical hours of the module's programs, including the number of hours allocated to the modules, repetitions of modules, and non-current topics, were revealed. The collected problems have already formed the basis for a complete revision of the SES in 2023. It should be noted that the revised standard is based on a ratio of 70% practical and 30% theoretical hours. From the site visit, it became clear that the opinions and studies of chair faculty and heads of chairs, as well as discussions with the RA Ministry of Internal Affairs and other representatives of the law enforcement system, were considered when compiling and revising the APs. From the study of the documents of the educational complex, it became clear that the academic programs responsible and the working groups of the academic programs subject to monitoring played an essential role in improving and monitoring the educational institutions.

The feedback from the employer regarding the professional training of the graduates during the patrol service was also the basis for improvement, which allowed to determine the strengths and weaknesses of academic program, specifying the goal of the program, the principles of its development, the curriculum with the distinction between full-time and part-time learning, separates the educational and research programs, constituent blocks of the program, determines the output results of the program, assessment methods, approaches to learning and teaching, professional activities of graduates and career growth opportunities. There are also mappings of outcomes to teaching/learning and assessment methods and course outcomes of APs. In the subject descriptions of the academic programs, among others, the corresponding entry requirements, distribution of class hours and tasks, educational output results, thematic division of the subject, list of literature, and resources necessary for implementing the topic are mentioned. It became clear from the study of the curricula that elective courses are included in both the bachelor's and master's programs. During the site visit, it became clear that the latter had not been implemented.

The study of the subject descriptions compiled by different chairs of the "Law" academic program allows to state that individual descriptions (civil law of the Republic of Armenia, criminal procedure of the Republic of Armenia, law enforcement agencies of the Republic of Armenia, etc.) are not included in the list of normative legal acts to be studied, the Cassation of the Republic of Armenia, the Constitution of the Republic of Armenia, the scope of judicial acts of the European Court of Human Rights. In addition, the literature list of some subjects mainly includes native (Armenian) and Russian-language works (International Criminal Law, Constitutional Law of Foreign Countries, etc.), but does not contain English-language literature.

3.2 The Institution has a policy that promotes alignment between teaching and learning approaches and the intended learning outcomes of academic programs, which ensures student-centred learning.

To provide methodological support to faculty and staff, in 2018, the manual "Methodological Consultation on the Organization and Conduct of Training Sessions in the Educational Complex of the RA Police" was developed, and in 2022–the manual "Features of Interactive Teaching Methods, Methodological consultation". The sections "Teaching approaches" are included in the specifications of

the bachelor's and master's degrees of the law" academic program. The teaching and assessment methods used to achieve the learning outcomes are presented in the specifications.

From the study of documents and class observations, it became clear that in the teaching and learning methods, the classes, practical exercises, case discussions, moot games, individual and team tasks, oral presentations, written reports, and legal problems are widely used in of the "Law" AP. Separate tasks are aimed at forming students' analytical and research skills, in particular, studies of the legislation of foreign countries, comparative legal analysis, etc. Through individual exercises, students studying in the free system develop practical skills and abilities necessary to serve in the police system.

It is necessary to note that in the pre-vocational "Police Case" academic program, platoons are formed by groups of 25 people, of which 15 are representatives of the police system and 10 are civilians. The site visit made it clear that the purpose of this platoon formation methodology is to allow civilians to learn from the people in the system. As for the teaching methods, it should be noted that the teaching methods used in the "Police Case" academic program are discussed and agreed upon with international partners who monitor the course.

It became clear from the class observations that to implement the program, drills, case analyses, oral situational inquiries, training of special physical training, technical-tactical tricks, etc., are used within the framework of various practical modules. Considering the international experience, two instructors are involved in practical classes simultaneously. Dual lectures were introduced in the same format.

The teaching methods introduced in the pre-vocational program, as well as the positive experience of teaching based on practical tasks and specific cases taken from the police system, were also spread by the Educational Complex in the "Law" AP. It became clear from the expert meetings and analysis that the teaching and learning methods used by the instructors and faculty within the "Police Case" academic program are also subject to external evaluation by the International Criminal Investigation Training Assistance Program (hereinafter ICITAP). The teaching method, class structure, etc. are changed based on the organisation's consultants' observations.

3.3 The Institution has policy on students' assessment according to the learning outcomes and promotes academic integrity.

The Educational Complex defined the academic freedom of students and employees with its 2022-2026 strategic plan and schedule of actions. The assessment of students in the Educational Complex is organized according to the "Regulations on the Evaluation of Knowledge, Abilities and Skills of the Students of the RA Police Educational Complex" (hereinafter, the Assessment Procedure) and the relevant educational process organization procedures developed according to the academic programs.

From the expert meetings, it became clear that each lecturer has developed an assessment toolkit and tasks for students that are most relevant to achieving the output results of the taught subject. The latter are also included in the subject description. In the Educational Complex, assessing practical abilities is especially important, considering their necessity in everyday professional life. From the

point of view of the formation of practical skills, the students need to master the required level, for which additional training is carried out, if necessary.

The expert panel notes that different assessment methods are used depending on the specifics of the taught subject: implementation of practical work at the scene, analysis of situational problems, written and oral tests, test tasks, etc. The results of the class observations of Law AP made it clear that sometimes, during individual lessons, the grades of oral inquiries are not published by the lecturer, and the students are not informed about the grades. In addition, in some of the questionnaires provided to the expert panel during the final examination within the framework of various subjects, the points given to each question are unavailable, and the points given on the test papers are not visible.

The Educational Complex has created a special simulation environment for students (apartment, bank, cafe, VR laboratory), where the students' professional thinking and behaviour are evaluated using formative assessment during teaching. The simulation rooms have video recording cameras broadcasting through TV, which other students and lecturers can follow. After a specific activity, the instructor and students discuss and analyze the strengths and weaknesses of the student's work through video. It is also necessary to note that the collected videos complement the database and can be used as educational materials.

The final examination of the theoretical modules in the "Police Case" AP mainly takes place through online tests, for the implementation of which there is an appropriate exam room with computers and monitoring video recorders in the Educational Complex. Practical modules are tested through practical tasks. It is necessary to note that there are developed standards for assessing practical tasks, which allow the student to be assessed in the same way, regardless of the factors of the lecturer and instructor. After the previous accreditation, students studying in the paid "Law" AP system submit graduation theses and master's theses instead of summative certification exams according to the " procedure of selection, preparation and defense of graduation work and master's thesis".

The Educational Complex has developed criteria for assessing diploma theses, master's theses, and coursework. Graduation theses are evaluated using a 10-point system, and master's theses—20. The final work is evaluated according to the following three criteria: quality of presentation (4 points), quality of formulation and independence of execution (4 points), and modernity (2 points). The same criteria apply to master's theses. Only the points assigned to the questions were changed. The expert panel notes that the established standards are general and do not clearly express the requirements presented to the student.

Within the framework of graduation theses and master's theses, students study statistical data on the dynamics of crimes and international experience in these directions, making comparisons, analyzing, etc. As a result, students propose at least two problematic legislative regulations and scientifically substantiated solutions in the legal field. The final certification of students studying in free and part-time systems takes place through oral exams. A study of the questionnaires showed that one of the questions is necessarily a practical work, but the points given to the questions are not presented.

The Educational Complex has a procedure for assessing the student's knowledge and appealing the results. This procedure regulates the process of procedural violations of the inspection forms and

the appeal of the results. In case of students' appeal of the grade, the head of the Educational Complex establishes an appeal committee. It became clear from the site visit that the recorded appeal cases are not too much. To guarantee academic honesty in the Educational Complex, the "Regulation on Observance of Citation Norms and Combating Plagiarism" (2019) is in force, the provisions of which apply to works published in the Educational Complex.

It is necessary to note that the main mechanism for maintaining academic integrity applied at TLI is the ongoing checking of work by the supervisors of graduation theses and master's theses before certification to check academic integrity and evaluate the student's performance plan. There are no other effective academic integrity mechanisms. As for the assessment of internships, they are assessed based on the internship diaries filled by the students, the student's report, and the profile. It is necessary to note that clear criteria for assessment internships are not introduced.

3.4 The programmes of the Institution are contextually coherent with other relevant programs and promote mobility of students and staff.

In 2018, the TLI developed a policy and procedures for implementing comparative analysis (benchmarking) of best practices for the profession's academic program.

The self-evaluation and site visit clarified that the Educational Complex's Law academic programs and specifications were developed considering the similar APs implemented in the partner universities. In particular, in the 2022-2023 academic year, a comparative analysis was carried out with the Law professions of the Omsk Academy of the Russian Federation of Internal Affairs and the Rostov Legal Institute of the Russian Ministry of Internal Affairs. As a result, differences in the subject lists of academic programs were identified, and the positive aspects that are the subject of the study were highlighted. It was proposed to make the necessary changes in the "Law" AP (for example, to include information on the interdisciplinary connections of previous and subsequent courses in the subject descriptions) and to improve the content of the program (increase some courses, including optional courses taught at the Omsk Academy).

From the study of documents and the site visit, it became clear that some problems arise in creating coherence with the academic programs of other local and international institutions since it is a departmental university of the Ministry of Internal Affairs. The latter limits the mobility of students due to some restrictions set by the Ministry of Internal Affairs of the Republic of Armenia regarding police service for students and lecturers. As well as in the case of a combination with other countries, the replacement of different legal fields and framework of legal regulations, some professional subjects and mutual recognition of credits becomes impossible.

One of the problems of implementing mobility is also the students' knowledge of a foreign language, which sometimes makes this process impossible. For mutual visits and exchange of experience, in 2020-2021, representatives of the police of the Kingdom of Sweden, in 2021-2022, representatives of the Russian Federation, the Volgograd Academy and the police of the Republic of France, in 2022-2023, representatives of the Siberian Legal Institute of the Ministry of Internal Affairs of the Russian Federation, representatives of the police of the Kingdom of the Netherlands, representatives of the police of the Czech Republic, the Ministry of Internal Affairs of the Russian

Federation Representatives of the Siberian Law Institute and Rostov Law Institute of the Russian Federation visited the Educational Complex. In 2020-2021, the lecturers of the Educational Complex visited the Volgograd Academy of Russia, the Siberian Law Institute of the Ministry of Internal Affairs of Russia, the Oryol Law Institute of the Ministry of Internal Affairs of Russia, and the Rostov Law Institute of Russia in 2022-2023. It is necessary to note that from 2019 to 2023, there were no cases of mobility between students and lecturers.

However, the participation of the Educational Complex in academic mobility programs has been problematic to date. Nevertheless, tangible steps have been taken toward the internationalization of the AP, one of which is the alignment of the outcomes of the "Patrol" qualification program with internationally accepted standards. Together with the Ministry of Internal Affairs, the experience of training police personnel of different countries was studied, both regional (Georgia), European (Estonia, Bulgaria, Moldova) and American experience, which is related to the improvement of society-police relations, considering that the basis of these reforms has the necessary qualifications is the preparation of specialists. It can be emphasized that, because of the above-mentioned works, the experience of the US police system was introduced when formulating the study results of the AP modules (the methodology of the Texas State Police Academy of the USA was studied). Students, teaching, learning and assessment methods have been aligned with international norms of police training, for which foreign professionals have conducted training with local lecturers, imparting their experience and methodology of teaching police operations tricks, such as how to conduct a safe arrest operation for both the police officer and the offender etc.

3.5 The Institution adopts policies in place ensuring academic programme monitoring, evaluation of effectiveness and enhancement.

To organize and coordinate the processes of monitoring, evaluating, and improving the professional academic programs of the Educational Complex, the "Procedure for the Development of Academic Programs in the RA Police Educational Complex" (2019) and the "Procedure for Monitoring and Reviewing Educational programs in the RA Police Educational Complex" were developed by the Educational and Development Department and approved by the Scientific Council (2019). The "Procedure for Monitoring and Reviewing Academic Programs in the RA Police Educational Complex" defines the processes of current monitoring and periodic review of the academic programs of the Educational Complex as the main mechanism for quality assurance and continuous improvement of academic programs at the implementation stage. According to the procedure, it is planned to monitor academic programs at two-year intervals and the periodic review of academic programs at five-year intervals.

From the self-evaluation study and the expert visit, it became clear that the Educational Complex considers the study of the educational process by the Education Quality Assurance and Scientific Works Department, the surveys conducted to ascertain the satisfaction of internal stakeholders, and the analyses conducted based on them as a mechanism for evaluating the effectiveness of academic programs. According to the mentioned procedure, the monitoring is carried out based on the information obtained from the class observations, consultations with students and lecturers, and surveys from students and lecturers.

From the studies of the submitted documents and the site visit, it became clear that in November 2022, the Educational Complex started conducting surveys among external stakeholders and employers regarding the graduates' professional abilities and practical skills. Surveys were sent to the personnel policy department of the RA police, Yerevan city department, and regional departments. The criteria for evaluating graduates' professional training, theoretical and practical skills, organisational, creative, and communicative abilities, personal and willful qualities, and teamwork abilities were included in the surveys.

Fifty-four stakeholders of the RA police units participated in the surveys. According to the self-evaluation, during the last three years, the curricula of three APs were revised, updated, and approved 17 times. According to the information provided by the Educational Complex, the reason for this is the continuous improvement of the programs, their alignment with legislative changes, and the development of legal relations. The TLI also receives feedback from the results of the monitoring conducted by the Ministry of Internal Affairs and the results of the independent study of international partners on the practical skills of the graduates of the Patrol qualification, as well as public opinion studies on the patrol service, which in turn are the basis for improving the academic program and reviewing the outcomes of the necessary courses.

Considerations: The expert panel responds positively that, after the previous accreditation process, the TLI carried out improvement works on APs, quickly responded to the changes implemented by the state and market demands and ensured the flexibility and continuous development of academic programs. In particular, the increase of the practical component in the APs and the involvement of both internal and external stakeholders in developing the APs is commendable. The expert panel notes a need to introduce and implement optional subjects in higher education, especially in the paid system, which will allow students to expand their career opportunities.

As for the policy of forming platoons in the AP "Police Case" with a ratio of representatives of the police system and the civilian population, it should be noted that such an approach promotes the exchange of student experience and easier organization of civilian involvement in the police system, which the students also emphasized. It is positive that, in recent years, the TLI has started using interactive methods and organizing learning based on objective, practical cases, which contribute to the active participation of students in the learning process and increasing responsibility for their own profession. The expert panel also emphasizes the continuity of the "Police Case" AP and further highlights the extension of the study period of the AP. After the completion of the training process of the system representatives, the platoons will be filled only with civilians, and there will be no exchange of experience between civilians with long experience in the police system. The current time frame may not provide an opportunity to ensure the achievement of all defined outcomes in platoons that are staffed only by civilians.

The literature provided to students within the framework of "Law" AP is mostly native and Russian language. The expert panel emphasizes that English-language literature should be studied within the framework of various subjects, which will contribute to the enrichment of student's knowledge and the improvement of their knowledge of the English language.

The international partner's evaluation of the effectiveness of the teaching process in the "Police Case" pre-professional AP is also positive. In the future, that experience can be localized in the internal Quality Assurance system, and such an evaluation process can be organized for all TLI APs.

The Educational Complex's approach to implementing the current assessment of students in a simulated environment is commendable. The latter ensures the evaluation of the student's professional thinking and behavior. The expert panel emphasizes the transparency of the assessment process, that is why it emphasizes the need to publicize the grades obtained by students in the "Law" AP or to present the points in the exam papers, which will contribute to clarifying the evaluation criteria. Even though some criteria for the assessment of graduation and master's theses are implemented in the Educational Complex, they are still very general and need additional interpretation and clarification. Clearly defined standards will help students get a clear idea about the set requirements. In addition to all this, the expert panel also mentions the need to introduce clear mechanisms to maintain academic integrity, which will exclude transcripts, ensuring the transparency of student assessment.

Even though the Educational Complex is a departmental educational institution of the Ministry of Internal Affairs and there are some limitations in terms of the harmonization of academic programs, the expert panel believes that the TLI can be proactive in finding ways of cooperation with other police academies, universities, or training centers of law enforcement agencies at international level. This will allow the creation of some open windows in the programs to ensure the participation of students and lecturers in exchange programs, joint courses, and internships. Considering future reforms, the expert panel believes providing such opportunities for students and professors will be possible.

The expert panel positively evaluates the Educational Complex's monitoring policy, efficiency evaluation, and improvement of APs. The experience of monitoring, comprehensive identification of problems, and continuous improvement of the pre-professional "Police Case" AP are commendable. The expert panel hopes that this positive experience will be further implemented in all academic programs implemented in the Educational Complex, ensuring continuous improvement of the APs based on substantiated and analyzed data.

Summary:

Considering that the MIA Educational Complex's academic programs are based on the institution's mission, are in line with the NQF, and the case of the Law AP also with the SSQ, the TLI is carrying out work in the direction of continuous evaluation and modernization of teaching and learning methods and evaluation approach, the tasks given to students are derived from the problems and needs of the police system, the TLI has experience in harmonizing academic programs with international requirements in terms of structure and content, the expert panel finds that the Educational Complex meets the requirements of criterion 3.

Conclusion: The compliance of ECMIA institutional capacities to the requirements of Criterion 3 is satisfactory.

IV. STUDENTS

CRITERION: The Institution provides support services to students ensuring productive learning environment

Findings

4.1. The Institution has set mechanisms for promoting students' recruitment, selection and admission procedures.

The Educational Complex has implemented clear mechanisms for recruiting, selecting, and admitting students. To recruit students, the Educational Complex organizes familiarization visits for high school students. Several employees and student council members also organize visits to various schools, presenting the TLI's existing academic programs and facilities. Students also participate in annual educational expos and represent the activities of the RA Police Educational Complex. The distribution of booklets, the website of the RA Police(www.police.am), TV, radio, electronic periodicals or newspapers, the official website of the Educational Complex (www.edupolice.am), etc., are also considered mechanisms for recruiting applicants.

Admission to the Educational Complex is carried out according to the "Selection and admission of applicants to the educational complex" procedure, which was approved in 2015 and revised by the decision of the academic council in 2023. The specified procedure determines the selection and admission of applicants to the Educational Complex for paid forms of study at the bachelor's and master's level, for postgraduate studies, and documents for participation in paid courses available at the Educational Complex. The places of admission for the full-time and part-time paid study of bachelor's and master's academic programs in the specialty "Law" of the Academy of Educational Complex are determined by order of the Minister of Internal Affairs of the Republic of Armenia. Applicants take admission exams in two competitive subjects: Armenian language (dictation) and Armenian history (test).

To continue studying in the master's degree program, applicants must have a bachelor's degree in law and undergo an interview. From the site visit, it became clear that the admission to the "Law" AP will not be carried out from 2023. Due to this circumstance, from 2020, the number of students enrolled in the bachelor educational program is noticeable; the number of students studying in the current system decreased by 104 or 24% in 2023 compared to 2019 (276 instead of 365). Compared to 2019, the number of students studying in the bachelor part-time learning system decreased by 93 or 41% in 2023 (132 instead of 225). As for the admission of applicants with the "Patrol" qualification in the specialty "Police Case" to the pre-vocational academic program, it should be noted that the latter is carried out according to the " Procedure of admission of applicants to the Police educational institution" (approved in 2012). The admission is conducted by competition, and the applicant's physical fitness (according to the established norms) and professional suitability (testing) are assessed. One of the important prerequisites for studying in this program is the presentation of a "B" class driver's license in advance or the acquisition of the latter two months after passing the competition. According to the data provided by the Educational Complex, because of the interview stage of the 1st stream of the 2023-2024 academic year, admission to the "Patrol" qualification academic program of the RA MIA Educational Complex "Police Work" specialty, out of 435 applicants (of which 245 are civilians, 190 are police officers) were adverse 72 applicants, or about 17% of applicants received points (44 of them

civilians, 28 police officers). Within the framework of the full launch of the patrol service in the territory of the Republic of Armenia, 5-month courses of 4 streams were held from January 2021 to September 2023 at the Educational Complex and of 2445 applicants, 2167, or about 89%, completed the course. According to the TLI, the number of students remaining outside the Educational Complex has grown over the past five years: in 2019, it was 5.1%, while in 2023, it reached 12.3%. At the same time, the number of rehabilitated students fluctuates on average around 1-2%.

4.2. The Institution has policies and procedures for assessing student educational needs.

To identify the educational needs of students, surveys are regularly conducted in the Educational Complex, which is aimed at revealing the level of satisfaction of students from academic programs, evaluating the effectiveness and availability of material and technical resources supporting the educational process by students, etc. The surveys also contain a "recommendations" section, where students freely express their needs. From the site visit, it became clear that a separate auditorium serving as a trial room was built at the students' suggestion.

It became clear from the site visit that the Student Council is also a mechanism for raising students' needs. Its members are also involved in the scientific council of the Educational Complex and the council of the Faculty of Law (this refers only to the academy's students); here, the students have 25% involvement. The latter participate in discussions about student discounts, scholarships, and other topics related to students. The students who are members of the councils are chosen by the courses through the mediation of the heads of the courses.

Course heads are attached to all courses to support students; the latter are recruited from the faculty. A procedure for the consulting work of course heads was also developed, which was approved by the order of the Head of the Educational Complex. Counsellors take responsibility for their course, voice students' educational needs, and help them adjust to the educational system.

4.3. The Institution provides opportunities for extra-curricular activities and advising services aimed at supporting student effective learning

The "Procedure for the implementation of additional consulting activities" was approved by the 2019 order of the head of the educational complex of the RA Ministry of Internal Affairs. Expert studies revealed that the faculty mainly conducts regular (according to the approved schedule) consulting work with students in the pre-examination period. It should be noted that students studying under the free system are also members of the police and are on duty on the territory of the Educational Complex, sometimes missing some classes. Missed classes are filled up at the students' initiative through additional consultations.

From the site visit, it became clear that meetings and discussions with invited speakers are regularly organized for students at TLI who share their professional experiences with students. The speakers are specialists operating in RA, mainly from the state administration system (judges, lawyers, etc.) and partner structures of the educational complex.

The TLI organizes additional courses in cooperation with the British Council to improve students' knowledge of a foreign language. As a result, some students can analyze court practices in English.

The site visit made clear that the Educational Complex also organizes driving courses for the students studying at the Police Case AP to help them obtain a "B" class driver's license.

4.4 There are precise regulation and schedule set for students to turn to the administrative staff for additional support and guidance.

After the previous accreditation process, the TLI developed "Guidelines for applying to the management and administration of the educational complex by students in the educational complex", in which, according to the departments and the types of needs of the students, an appropriate schedule for applying to the latter is defined. From the site visit, it became clear that some students were unfamiliar with the established schedule. However, students, as needed, can contact the administrative staff at any time. It also turned out that the students have regular meetings with the management staff of the Educational Complex, during which they present their opinions and suggestions regarding the conduct of training sessions.

4.5 The Institution has student career support services.

Students studying for a free system in the Educational Complex within the framework of the state order immediately enter the service after completing their education. From the site visit and meetings with internal and external stakeholders, it became clear that students in the paid system of the Educational Complex have priority over graduates of other universities in the appointment of a position in the police. In the form of part-time learning of the Educational Complex, students are already police officers and combine it with studies.

Graduates of the Educational Complex hold positions in the RA military and other agencies (e.g., the RA Investigative Committee, the RA General Prosecutor's Office, the RA Anti-Corruption Committee, etc.). According to the full-time and part-time learning-free system of the Educational Complex, all (100%) of the graduates of the bachelor's, master's, secondary vocational and pre-vocational academic programs have employment in the state apparatus, only the graduates of the existing paid bachelor's system have 60-70% employment.

The Educational Complex has a "pro bono" legal clinic that provides free legal advice to RA citizens. High-achieving students in the 3rd and 4th years of the "Law" academic program can participate in the clinic's work and acquire practical professional skills. To get involved in the clinic's work, the student passes an interview, followed by a four-week course with the selected students, after which the student passes an exam. Successful students get the right to provide legal advice to citizens. It should be noted that no other career services are available to students.

4.6 The Institution promotes student involvement in research activities.

Students at the Educational Complex are involved in research activities to the extent that the "Law" academic program students publish articles with authorship and co-authorship and participate in various student conferences. In some departments of the Educational Complex (which serve the "Law" AP), scientific groups involve students and encourage and support students in writing scientific articles.

According to the data provided by TLI, in 2022-2024, students published eight articles in co-authorship with the lecturer.

Students studying in the paid system of the "Law" academic program also write term papers and final papers as research works.

4.7 The Institution has a special body, which is responsible for the protection of students' rights.

Students first learn about their rights and responsibilities from the contract between the student and the Educational Complex, the student handbook (published in 2022). The body responsible for protecting students' rights in the Educational Complex is the Student Council, whose charter defines the commitment to protecting students' rights. The "Student Council" is an elective representative body to which 22 students from various academic programs and courses of the Educational Complex are members. The position of the chairman of the council is optional, the latter appoints the secretary of the council and heads of commissions. The Chairman of the SC is ex officio a member of the Council of the Educational Complex and is accountable to the members of the Council. It became clear from the meetings of the site visit that the system of assessment of bachelor's and master's degrees was revised from 5 to 20 points, the possibilities of ensuring internal student mobility were discussed, etc.

4.8 The Institution has set mechanisms for the evaluating and ensuring the quality of educational, consultancy and other services provided to students.

Educational services provided to students undergo internal and external evaluation (external refers only to the "Patrol" qualification). The "Student survey on the quality and efficiency of teaching in the Educational Complex," "Evaluation of practice organized by the Educational Complex," and "Satisfaction survey of internal stakeholders from the Educational Complex" are carried out for the purpose of internal evaluation in the Educational Complex. It is necessary to mention that TLI does not evaluate the effectiveness of counselling provided to students.

Considerations: The expert panel positively evaluates the activities carried out by the Educational Complex in the direction of student recruitment, selection, and admission. Clear mechanisms and regulated processes are implemented in the direction of recruiting students. Even though the number of students at TLI is continuously decreasing, the expert group considers the departmental status of TLI and the fact that it is in the stage of reform. It is commendable that TLI has clear mechanisms and processes for raising students' needs, which allow them to communicate continuously with students, identify their needs and find adequate solutions. This approach ensures student-TLI cooperation and continuous improvement.

The expert panel also considers a regulatory order in the field positive for the additional counseling provided to students. However, the panel also notes that it is necessary to make up the lessons missed by students due to service in a mandatory manner, as the latter can lead to uneven academic progress depending on the student's initiative. It is positive that the departmental nature of the Educational Complex contributes to the career development of students, especially those who study in the free system and are considered employees of the police system from their student years. This approach contributes to ensuring high rates of employment for graduates. As for the students studying in the paid system, in this case, the students of the Educational Complex have a competitive advantage in occupying government positions, contributing to graduates' high employment rates.

In some of the chairs serving the Faculty of Law, there is a positive experience involving students in research work, which occurs through scientific groups operating in the chair. However, it is important to note that the dissemination of positive experiences within a larger number of departments will positively impact the steps taken in the research direction of TLI.

The Student Council plays an important role in forming the students' educational environment at TLI. In this regard, it is positive that the assessment system was changed at TLI at the council's suggestion, which proves that the council has mechanisms to influence decision-making as needed. It is also positive that some mechanisms for evaluating the services provided to students have been implemented in the Educational Complex. However, the expert panel believes that TLI also needs to evaluate the effectiveness of additional counselling services, which will provide an opportunity to assess how much the provided counselling contributes to the academic progress of students, as well as increase the effectiveness of the counselling process.

Summary: Considering that the MIA Educational Complex has effective procedures for the recruitment, selection and admission of students, there are mechanisms for raising the educational needs of students and influencing decisions, and there is a positive experience of students applying to the administrative staff, students are provided with opportunities to participate in additional courses, there is a graduate high level of employment, which contributes to the advancement of students' careers, the expert panel finds that the Educational Complex meets the requirements of criterion 4.

Conclusion: The compliance of ECMIA institutional capacities with the requirements of Criterion 4 is satisfactory.

V. FACULTY AND STAFF

CRITERION: The Institution has a highly qualified teaching and support staffs to achieve the set goals for academic programs and institution's mission.

Findings

5.1. The Institution has policies and procedures promoting recruitment of a highly qualified teaching and supporting staff for the provision of academic programs.

The TLI has appropriate policies and procedures for selecting faculty members to ensure the implementation of academic programs in the Educational Complex. Selection policies and procedures vary depending on faculty and support staff involvement.

Full-time lecturers in the educational complex are considered police officers. The Law of the Republic of Armenia, "On Service in the Police", regulates entering the service, transferring to another service, and being released. After the previous accreditation, the requirements for hiring lecturers on a contractual basis were revised in the educational complex, in particular, by order of the head of the Educational Complex of the RA Police in 2021, "the procedure for implementing the process of hiring lecturers in the Educational Complex of the Armenian Police on a contractual basis" was approved. According to the procedure, the head of the department gives an appropriate opinion regarding the lecturer to teach at the Educational Complex on a contractual basis, which refers to the professional

abilities, pedagogical abilities, work experience and published educational, methodological, and scientific works of the aspiring lecturer, after which a contract can be signed with him within three days. It became clear from the site visit that, in some cases, the lecturers are allowed to conduct several classes, which allows an understanding of the scientific and pedagogical capabilities of the lecturer to continue cooperation in the future.

During the site visit, it became clear that the lecturers of the subjects taught within the legal science profession are mostly involved through personal connections from the professional community. According to the TLI, this method provides an opportunity to include persons with rich theoretical and practical knowledge, many years of experience, and a reputation in legal circles in the faculty of the Educational Complex.

Starting in 2020, an open competition was held in the Educational Complex to select the faculty required for the "Patrol" pre-vocational academic program. It is necessary to mention that the announcement advice was also provided to TLI due to the previous accreditation. It became clear from the expert site visit that the best lecturers who passed the competition are also involved in teaching relevant subjects within the framework of another program implemented by the Educational Complex. Graduates of the Patrol qualification already have practical work experience and were involved in the teaching process.

According to the data provided by the Educational Complex, the teaching staff of the educational center includes 61 lecturers, 44 in the college, 83 in the bachelor's degree program, and 22 in the master's program. Most of the lecturers on the faculty combine practical activities with pedagogical and scientific-pedagogical activities.

5.2The requirements for qualifications of teaching staff per academic program are comprehensively stated.

According to the requirements for the faculty of the police educational institution, approved by the order of the Chief of Police of the Republic of Armenia dated 15.05.2015 No. 1105-A, the faculty of the Educational Complex includes the following positions: assistant, teacher, senior teacher, associate professor, department (branch) and heads of department, their deputies. Within the framework of the mentioned document, the requirements for the appointment of each position are clearly defined, including, among others, the scientific degree, the rank, the seniority of scientific and pedagogical work, etc.

The professional requirements for the faculty are also fixed in the specifications of the bachelor's and master's academic programs. It contains both professional (deep knowledge of the subject, knowledge of subject standards and programs, availability of primary education corresponding to the direction of teaching courses, knowledge of the latest achievements of science within the subject, etc.), and personal (self-expression and self-management in different situations, abilities to convince the audience, to assess the potential of students, etc.), pedagogical (knowledge and application of the latest pedagogical technologies, development of students' critical thinking, promotion of educational and cognitive activities of students), scientific research (availability of a scientific degree/title, participation in conferences, willingness to be included in research projects and etc.), organizational (debates, ability to organize discussions, ability to stimulate students' activity, etc.), communicative (manifestation of

high speech culture, knowledge of foreign languages, ability to use professional literature in a foreign language, etc.) requirements.

From the site visit and meetings, it became clear that the Educational Complex emphasizes the involvement of professionals with practical experience in selecting the faculty.

5.3 The Institution has well-established policies and procedures for the periodic evaluation of the teaching staff.

Expert studies have shown that internal and external structures evaluate the effectiveness of the faculty's work in the Educational Complex (only for patrol qualification). The internal evaluation takes place according to the requirements of the "Procedure for rating the professional activity of faculty in the RA Police Educational Complex" (2020) of the Educational Complex.

According to the ranking procedure, TLI considers the teaching methodical, organizational, and scientific, as well as the work carried out with the students, etc., performed by the faculty. Results and points assigned to each area are defined. For example, one textbook published abroad is worth 2 points, monographs are worth 4 points, etc. At the beginning of each academic year, the lecturer submits his individual work plan for the approval of the head of the department, where the work performed by the lecturer is presented, the chair is analyzed according to the established rating and the points obtained by the lecturer are calculated as an average arithmetic index. High-performing lecturers receive financial incentives.

Class observations are one mechanism for evaluating the effectiveness of the faculty. The first deputy head conducts them, the head of the educational and development department, the head of the academy, the relevant chairs, etc. Regarding the results of the class observations conducted by the management, a corresponding act is drawn up and signed by the person performing the observation and the lecturer. It is necessary to note that the results of class observations and student surveys are the fifth component of the rating, the unit evaluation of which is given by the head of the department. Still, the logic of unit formation is not explained. The results of the class observations are also discussed in chair meetings.

One mechanism for evaluating faculty in the Educational Complex is evaluating scientific research activities. It includes scientific articles, monographs, textbooks, and educational manuals published by the lecturer and participation in scientific seminars and round table discussions organized in the chairs.

Another mechanism for faculty evaluation is anonymous student surveys. These surveys evaluate the accessibility of the delivered material, the lecturer's assistance in mastering it, the lecturer's time management skills, etc.

From the studies of the expert meetings, it became clear that the faculty and instructors teaching the patrols are also evaluated by an external organization, ICITAP. The organization engages in these works through the mediation of the US Embassy. International experts observe and evaluate the instructor's ability to prepare for the lesson, manage time during the lesson, follow the lesson plan, use the same methodology used by different instructors and achieve the specified results, use modern techniques provided to the patrol, etc. As a result, a report on identified strengths and areas for

improvement is provided to the TLI. Based on the presented results, a decision is made regarding the training of the instructor or lecturer, as well as whether to continue their work.

5.4 The Institution promotes professional development for the teaching staff in accordance to the needs outlined during regular evaluations (both internal and external).

The expert studies revealed that there is no clear policy, program, or schedule for the training and capacity development of faculty and support staff. Active steps are not being taken to identify the professional needs of the faculty and organize planned training. Most of the training takes place according to the possibility of the TLI. According to the data provided by the TLI, the following trainings were carried out in recent years. In 2023, the "Police English" course was organized within the framework of CEPOL, in which one employee from the support staff participated. In 2023, five employees of the Educational Complex also participated in the following online courses on the same platform: "EMPACT for the EaP Region", "Money laundering", "Fraud on Social Media", and in 2024 the course organized by CEPOL was attended by two lecturers and one employee from the support staff. Also, one employee in 2024 participated in an exchange program in Milan to study the process of training officers for cyber units.

The picture is different in the Pre-vocational "Police Case" AP. Within the framework of this program, the faculty is monitored by an international organization, and, in case of need, the teacher undergoes local and international training. It should be noted that there is no systematic collection and analysis of information on faculty training or capacity-building courses.

5.5 The Institution ensures that there is a permanent staff for the stable provision of the academic programs.

Several measures are implemented in the Educational Complex to guarantee the stability of the supply of professors and lecturers. Among them are increasing employees' salaries, providing one-time bonuses in case of exceeding the study load, and replenishing faculty with their graduates. According to the data provided by the Educational Complex, the faculty composition has been supplemented by five people over the last three years. Ten people were dismissed, five upon reaching the minimum age, two upon retirement, two for other jobs, and one for another reason. Thirty-nine per cent of the faculty are graduates of the Educational Complex. The average age of faculty is forty-five, and the average length of service in the Educational Complex is fourteen years.

To maintain the stability of the staff, TLI also promotes the acquisition of scientific titles and degrees. As of 2023, the MIA Educational Complex has three PhD students, one of whom is already a representative of the faculty and two from the police of the RA MIA. It is also necessary to note that the lecturer receives a rating point for obtaining a scientific title and degree. With all this, the expert panel notes that the Educational Complex has a certain liquidity problem. The positions of some professors, chairs, and heads of faculties are vacant. This is conditioned by holding higher positions in the Ministry of Internal Affairs or the state system. It became clear from the site visit that the Educational Complex also has a faculty database, which includes the data of all working professionals,

and as necessary, representatives of the faculty are selected to replace a lecturer of any subject or to recruit a new lecturer.

5.6 There are set policies and procedures for the staff promotion.

The faculty of the Educational Complex includes the following positions, which conduct scientific and pedagogical activities: teaching assistant, lecturer, senior lecturer, associate professor, and professor. The teaching assistant position is a platform for starting personnel, gradually transitioning to teaching activities, and being appointed to the lecturer or senior lecturer position.

After the previous accreditation, to promote the improvement of the faculty's qualifications, the procedure for setting a monthly bonus for the academic degree and/or scientific title to the full-time employees of the RA Police Educational Complex was established. According to the procedure, employees holding the academic titles of associate professor and professor are rewarded with a monthly bonus of 25,000 drams, and those holding the titles of candidate of sciences and doctor are rewarded with a bonus of 50,000 drams if they perform classroom work and publish at least one scientific article per year. According to the data provided by the Educational Complex, in 2020, 15 of the main faculty of the Educational Complex were promoted, in 2021-10, in 2022-31, and in 2023-2. Based on the characteristics of the TLI, there are also police ranks: lieutenant, major, etc. Lecturers are also encouraged to fulfil their official duties conscientiously, to show service and performance discipline by the procedure provided by the RA Law "On Police Service".

As for the professional progress, it is necessary to mention that according to the data provided by the Educational Complex, seven promotion cases were registered in 2021-2023, when the lecturer became a senior lecturer, then the head of the educational branch or chair, etc.

After the previous accreditation, the TLI developed the "procedure for the implementation of the mentoring of novice lecturers in the RA police Educational Complex," according to which experienced lecturers (mentors) guide and assist novice lecturers in the acquisition of advanced pedagogical skills and organizational abilities in education, teaching, and research to create the necessary foundations for recording professional progress. The effectiveness of mentoring has not been evaluated at TLI.

5.7 The Institution has necessary administrative and support staffs to achieve the strategic goals.

According to the Educational Complex, as of December 2023, the list of vacancies includes 261 positions, of which 205 are occupied and 56 are vacant. The TLI divides positions into the following groups: basic, senior, middle, junior, civil workers, and technical service providers. Examining TLI's faculty and support staff, the expert panel notes that according to the Educational Complex's data, the educational complex's management staff and the heads of separate units have an average of 20 years of work experience in the Educational Complex.

Considerations:

It is positive that lecturers with the necessary qualifications have been hired in the Educational Complex to implement academic programs effectively. TLI's efforts to conduct a competitive selection

of faculty within the framework of the “Patrol” qualification are welcomed, as this allows TLI to replenish its faculty with new, young, and promising personnel.

The expert panel positively assesses that most of the faculty are specialists in the practical field, which contributes to the development of students' practical abilities and the provision of tasks related to the problems and challenges of the police system. At the same time, the expert panel notes that the Educational Complex also conducts higher and post-graduate education, which implies responsibility for identifying the challenges of the police system, conducting interdisciplinary in-depth analyzes and proposing solutions. Increasing the number of candidates in sciences, doctors, and researchers is important for developing the research direction. A significant number of the faculty and support staff of the Educational Complex are also graduates of the Educational Complex, who invest the practically acquired knowledge, abilities and skills in improving the educational processes of the Educational Complex, which is positively evaluated from the point of view of the generational change of the faculty and support staff composition, guaranteeing the stability of the staff. The policy of employing graduates contributes to equipping the Educational Complex with young, knowledgeable, and promising personnel.

It is positive that there is a multi-component faculty evaluation system at TLI. However, the expert panel believes that the points given to the lecturer do not always objectively express the lecturer's achievements. In particular, the evaluation is based on surveys and class observations, which to a certain extent contain subjective factors, for example, the lack of evaluation of the effectiveness of surveys and the completion of the results of class observations and surveys without clear criteria and unit scale.

Regarding the professional development of the faculty, the expert panel emphasizes the need for a clearly defined capacity development strategy, programs, and initiatives. The picture is different in the "Police Case" pre-vocational academic program, where there is a structured and clear approach to evaluating faculty and capacity development. The expert panel emphasizes that for the balanced development of all academic programs, it is necessary to show the same consistent approach to the development of the faculty, only in that case it is possible to ensure the balanced development of the academic programs. The expert panel notes that spreading the existing good experience throughout the Educational Complex is necessary. The expert panel adds that it is necessary to record the training of the faculty systematically to collect the data and later analyze it. This approach will enable the TLI to monitor the progress of the lecturer and make informed decisions when allocating resources.

Summary: Considering that the TLI has policies and procedures for the selection of faculty members, there are faculty and support staff with the necessary professional qualities to implement the goals of the TLI, and there is a positive experience of evaluating the faculty members and ensuring professional progress, there are investments in the rejuvenation of the faculty, the teaching staff is stable, there is a base of faculty the expert panel finds that the Educational Complex meets the requirements of criterion 5.

Conclusion: The compliance of ECMIA institutional capacities with the requirements of Criterion 5 is satisfactory.

VI. RESEARCH AND DEVELOPMENT

CRITERION: The Institution ensures the implementation of research activity and the link of the research with teaching and learning.

Findings

6.1 The Institution has a clear strategy promoting its research interests and ambitions.

In the second objective of the "2022-2026 strategic plan and action schedule" document, the Educational Complex defines the following three goals of the research:

- Develop and implement innovative mechanisms, technologies and methods promoting scientific research.
- Develop a complex program of priority directions, goals, problems of the Educational Complex's scientific research activity, and measures aimed at solving them.
- Ensure the internationalization of the Educational Complex's scientific research activities.

To achieve these goals, three tasks have been defined, they are:

1. Expanding the involvement of the faculty in research projects,
2. Define the thematic research priorities of the Educational Complex, including external stakeholders,
3. Expand the educational complex's research activities at the national and international levels.

It is necessary to note that 2022-2026 is the deadline for actions to solve all problems. Eight actions and indicators for evaluating their effectiveness were also defined to solve the problems. One of the quantitative indicators is the annual increase of 5% in faculty publications in journals included in international scientific databases. From the study of the reports, it became clear that the TLI does not follow the achievement of the set indicators. Moreover, studying the indicators of the publications of TLI by year, we can notice that there has been a certain decline in the last two years, with 39 publications in 2021, 73 in 2022, and 50 in 2023.

In the direction of research activities, the units of the Educational Complex have set the following priorities in the direction of law:

- The field of international cooperation of the RA Police,
- The field of operative-investigative activities of the RA Police,
- The field of activity aimed at preventing crimes and other offences by the RA Police,
- The sphere of activities of the RA police permit and licensing,
- The field of RA Police work planning, decision-making,
- The sphere concerning the RA police.

It is necessary to mention that the Academy of the Educational Complex and its chairs are mainly engaged in research activities. As for the financial allocations, it should be noted that the Educational Complex allocated about 3.5% of the budget in recent years for developing the scientific research direction.

6.2 The Institution has a long-term strategy and mid-term and short-term programmes that address its research interests and ambitions.

The Educational Complex considers its 2022-2026 SP a long-term strategic plan. For mid-term planning, the TLI considers the document "Guidelines and Development Vision of the Scientific Research Sector" of the RA Police Educational Complex (approved in 2019). This document presents the vision of organising and coordinating scientific research for 2019-2023. The following issues were proposed to be solved here:

- Contribute to the increase in the number of research works of the Educational Complex and the active involvement of the faculty in scientific programs.
- Contribute to the increased involvement of students of the Educational Complex in research initiatives.
- Improve post-secondary education.
- Expand the research component in international cooperation.

To solve the above-mentioned issues, the Educational Complex has defined a sequence of steps, a period of implementation, a responsible department, necessary resources, outcomes, and key performance indicators. It should be noted that the document's period of activity has already ended, but the effectiveness of its implementation by the Educational Complex has not been evaluated.

The Educational Complex considers short-term programs as part of divisions' semi-annual and annual research planning, particularly the chairs. The TLI observes short-term research programs in the activities of scientific groups operating in the academy's chairs, whose work plans are drawn up annually. In the framework of the activities of these groups, professionally oriented research topics of relevant specialities and academic programs of the Educational Complex are discussed by both the faculty and the students, and the topics guaranteed by the committee are presented in the form of a printed article or presented for participation in a conference. It is necessary to note that the scientific research works in the Educational Complex are coordinated by the Quality Assurance and Scientific Works Department. It became clear from the expert visit that three employees are working in the department: the head, deputy head, and senior researcher. Two vacancies are available.

6.3 The Institution ensures the implementation of research and its development through sound policies and procedures.

The charter of the Department of Quality Assurance of Education and Scientific Works coordinates the implementation of research in the educational complex of the RA Police. This document defines the tasks of the research direction and the department's functions. In the Educational Complex, there is a "Guideline on the types of publications of the Armenian police educational complex, the requirements for their review and printing guarantee", which defines the types of publications, the requirements for their review and printing guarantee.

There is a "procedure for evaluating the scientific activity of chairs of RA Police Educational Complex", which evaluates the scientific activity performed by chairs according to individual measures.

On the other hand, the analysis of the documents provided to the expert panel showed that there are two similar documents, one of which evaluates the scientific activity of the chair on a 10-point scale and the other on a 12-point scale. According to one document, the lecturer is given "5" points for the event "Publication of the Study Manual", and according to the other document, "8" points. According to this procedure, based on the reports submitted to the Department of Education Quality Assurance and Scientific Works, the scientific activity of the chairs of the Educational Complex is summarized, and the results are published at the Scientific Council of the Educational Complex meeting.

The scientific-methodical magazine "Bulwark of the Law" is published in the Educational Complex and has been included in the list of scientific publications acceptable by the World Health Organization since 2018. During 2020-2024, 9 issues of this magazine were published, including 177 articles over five years, of which 29 are by foreign authors. Internal stakeholders of the Educational Complex publish their work in this journal free of charge. According to the self-evaluation, during 2021-2023, the number of publications in local peer-reviewed journals was 116, in CIS countries - 42, and in foreign international peer-reviewed professional journals.

In conducting their research and educational work, the Educational Complex employees are guided by the regulation "On Observance of Citation Norms and Combating Plagiarism", approved in 2019, which defines the manifestations of plagiarism, the protection of copyright and related rights. According to the list of publications guaranteed by the quality assurance of education and scientific works presented to the expert panel, 20 didactic, educational, and auxiliary manuals, six monographs, two problem books and a collection of tests, one lecture course, one guide and one dictionary were published in the Educational Complex during 2020-2023.

As the site visit and the presented document package revealed, the educational complex lacks research-oriented grant programs. Certain funds of the Educational Complex are provided for implementing various scientific activities, organizing and conducting conferences and scientific business trips, and publishing conference proceedings, monographs, and articles.

As for the development of research and analytical abilities of students at the primary and secondary professional educational levels, the expert panel notes that these programs are more applied, and students are provided with situational professional problems that are analyzed, interpreted, and justified by the students. The tasks are taken from the practice of police activities and are aimed at developing students' creative thinking and skills for quick orientation in emergencies.

6.4 The Institution emphasises the internationalisation of its research.

The RA Police's Educational Complex is defined as the third strategic goal of its SP's second direction (improvement of scientific and research activity): "to ensure the internationalization of the scientific research activity of the educational complex." At the same time, it is necessary to note that according to paragraph 46 of the decision on reorganizing the state institution "Police Academy of the Republic of Armenia" and approving the charter of the state non-profit organization "Educational Complex of the Ministry of Internal Affairs of the Republic of Armenia", the Educational Complex has the right to cooperate with international organizations and foreign educational institutions and organize joint scientific research, international conferences, consultations, and seminars only with the

consent of the minister. On the other hand, before the start of international research cooperation, there is a need to coordinate the steps with the authorized body.

The Educational Complex has several memorandums of understanding, cooperation agreements with about 20 foreign (Russian Federation, Poland, Ukraine, Uzbekistan, Georgia, Belarus, Moldova, Kazakhstan, Spain, Bulgaria) and various local educational institutions. As it became clear from the document studies and the site visit, these collaborations are limited to participation in conferences, mutual visits, and joint publication of certain educational works. Joint research works are absent. Four international scientific conferences were organized in the Educational Complex during the reporting period. Also, the internal stakeholders of the Educational Complex participated in various conferences and competitions organized by other international educational institutions. Two faculty members of the Academy of the Educational Complex are members of the editorial boards of about five foreign scientific journals, and four representatives of foreign police universities are members of the editorial board of the scientific and methodological journal "Bulwark of the Law".

6.5 The Institution has well established mechanisms for linking research with teaching.

The mechanisms of connection between research activity and the educational process in the Educational Complex differ depending on the educational program. According to the master's academic program specification, the research component is forty-eight credits and is formed as follows: scientific seminar: 12 credits; research work: 18 credits; research (3 credits) and scientific-pedagogical (3 credits) internships, master's thesis: 12 credits. In addition to the above, the "Methodology of Scientific Research" course is also implemented in the master's AP curriculum. As part of the bachelor's degree program, coursework, internships (especially pre-graduation ones), and final certification contain a research component. For fee-paying students, the final certification is the graduation thesis. Relevant documents define procedures for implementing internships, coursework, and graduation work.

The college and patrol academic program does not include coursework or final projects. Still, a site visit, class observations, and document study showed that assignments from various courses develop students' analytical skills and the ability to navigate correctly in conditions of uncertainty. The procedure for organizing and conducting conferences and summarizing annual scientific research is also in place. Organising yearly conferences aims to present research developments, create a dialogue between representatives of partner organizations and other institutions and young scientists, and improve scientific and research work skills. According to the relevant procedure, the enrollment of students here is mandatory. After assessing the student's abilities and capabilities, the chair offers the latter's candidacy. The works of students successfully presented at the conferences and are published in collections of articles "Current Issues of Law", "New Criminal and Penal Procedure Legislation of the Republic of Armenia", "News and Possible Problems of Law Enforcement", and other periodicals.

The Educational Complex also considers the activities of scientific groups as a manifestation of the connection between research activities and the educational process. The following scientific groups operate in the relevant departments of the Educational Complex: "Private and Civil Procedure Law", "Crime and Punishment Issues Research", "Crime Detection and Investigation Issues", "State Legal Subjects", and "sociological Subjects", which organize roundtables and conferences according to the

work plan. The heads of the scientific groups submit semi-annual and annual reports to the Department of Scientific Works. The connection between scientific research activities and the educational process is also demonstrated by the approximately 45 works published by the faculty, including teaching aids, monographs, problem books, methodological manuals, etc., which are introduced into the educational process.

Considerations:

It is positive that the Educational Complex has emphasized the implementation of scientific research works in its SP. However, the expert panel notes that the Educational Complex does not fully monitor the achievement of the set indicators, making it difficult to assess whether the results are satisfactory. As for ensuring the growth of the faculty's publications in international scientific databases by 5% per year and not maintaining this indicator, the expert panel can conclude that the mechanisms for promoting research activities are not fully functioning. Meanwhile, the research carried out by the Educational Complex can play an important role in the continuous development of the police system and in responding to emerging problems from an academic and scientific point of view.

Even though admission to higher education programs has been terminated, the expert panel hopes that the Educational Complex will take steps to preserve the faculty's scientific potential and develop scientific research work. It is positive that the TLI has defined its research priorities, covering areas of international cooperation, operational investigative activities, and crime prevention that are important for police activities. At the same time, the expert panel notes that the Educational Complex can expand the scope of research to include innovative topics such as the application of data science and digital technologies in policing, including cybersecurity, the use of artificial intelligence in crime prevention and investigation processes, and data analysis to improve the effectiveness of crime prediction and decision-making. In addition, cooperation with the Academy of Crisis Management can provide an opportunity to conduct interdisciplinary research. Such innovative approaches will contribute to increasing the interest of society and the academic community in the research carried out by the Educational Complex and their dissemination.

The expert panel believes that the TLI can also deepen its cooperation with international partners by starting joint scientific research collaborations outside of conferences and publications. Involvement in joint research projects will significantly increase the weight of the research carried out at TLI. It is positive that a scientific-methodical journal is published in the Educational Complex, which allows internal stakeholders to publish their works for free, encouraging research activity. According to the presented data, the faculty's research activity is mainly manifested at the local level. The expert panel believes that to increase the publications in international journals; the TLI can also introduce internal research grant programs, one of the main results of which can be the provision of publications in internationally ranked periodicals.

The expert panel praises the presence of situational discussions, relevant tasks, and assignment trials in the "Police Case" AP, which form appropriate analytical and executive abilities in students. The presence of a procedure for assessing scientific activity in the Educational Complex is positive. However, different assessment scales in the two documents may lead to inconsistent assessments and a non-objective approach. In the Educational Complex, there are various mechanisms of connection between research activities and the educational process, depending on the academic programs, which

contribute to developing students' analytical and practical abilities. Participation in conferences and faculty publications also contributes to effectively implementing the research component in the educational process.

Summary: Considering that research is considered a strategic goal in the educational complex of the Ministry of Internal Affairs, priority areas for the implementation of research activities have been defined, the faculty conducts certain research, and there are certain mechanisms for encouraging the implementation of research, there are short-term and mid-term plans for the implementation of researches, there are scientific groups, students are given tasks that contribute to the formation of students' analytical abilities, there are mechanisms for introducing research works into the teaching process, the expert panel finds that the Educational Complex meets the requirements of criterion 6.

Conclusion: The compliance of ECMIA institutional capacities with the requirements of Criterion 6 is **satisfactory.**

VI. INFRASTRUCTURE AND RESOURCES

CRITERION: The Institution has necessary resources to create learning environment and to effectively support the implementation of its stated mission and goals.

Findings

7.1 The Institution has an appropriate learning environment for the implementation of current academic programmes.

The Educational Complex of the RA Police, emphasizing the existence of an appropriate learning environment for the implementation of its mission and strategic goals, has defined the goals of the fifth strategic direction (infrastructure and resources) of its 2022-2026 strategic plan:

- Modernize the infrastructures and structural divisions of the Educational Complex.
- Improve the educational environment in the Educational Complex by improving classroom and cabinet conditions for students and staff, other building areas serving sports training and educational purposes, and sanitary and hygienic conditions.
- Supplement the material and technical base of the Educational Complex.

The Educational Complex organizes educational activities in 56 classrooms in 5 buildings, 19 professional offices, and laboratories. It is necessary to note that higher educational programs generally define what resources are needed to implement the program, particularly faculty members, materials, and technical and teaching aids. The Educational Complex is continuously improving its infrastructure and logistical base. After the previous accreditation process, TLI implemented infrastructure improvements. All classrooms had cooling systems, projectors, computers, and other didactic materials. A courtroom for trials was also built and equipped. To examine crime scenes within the framework of

the criminology course, TLI has acquired a VR classroom; students can study scenario locations, find evidence, etc., online. It became clear from the visit that TLI is making efforts to increase online spaces and scenarios.

In addition to its resources, the Educational Complex also uses the resources of the Probationary Department to help students acquire certain abilities. To evaluate the students' professional skills and behavior, the Educational Complex has been built and furnished with various event locations: a bank, an apartment, a cafe, etc. Crime Scene Investigation Labs are used to develop police simulations. All rooms are also equipped with video recorders.

Next to the simulation rooms, there is also an auditorium with a large screen. Students can observe a friend with the lecturer at the scene and analyze the strengths and weaknesses of the latter's work. The results are discussed with the students.

The Educational Complex has two special and general libraries and a reading hall. After the previous accreditation process, the total number of library books in the educational complex increased from 25,393 to 28,908, including professional and fiction literature, textbooks, codices, manuals, guides, master's theses, maps and atlases, dictionaries, and other literature. The rate of digitization of literature is slow. It should be noted that differentiated tests and exams for students of the "Patrol" qualification in the pre-vocational academic program are conducted through the Moodle platform.

The Educational Complex also has a training ground, halls (equipped with technical means for the organization of conferences and various events), classrooms, offices, a canteen, a first aid center, as well as an experimental station attached to the chair of operative intelligence and criminology, which consists of three sections, five computer hall, one interactive learning cabinet, canteen, first aid center, and museum. The four gyms of the Educational Complex are equipped with modern sports equipment. There is an open swimming pool. There are also combat and laser shooting ranges and a legal clinic.

The TLI also has a student dormitory with an area of 450 m² for up to 45 people. It became clear from the site visit that ten students use the latter.

7.2 The Institution provides appropriate financial resources with necessary equipment and facilities as needed to achieve its mission and goals.

The Educational Complex's head, deputy head, and financial department draw the budget draft, considering the income and general expenses. The project is discussed at the board meeting and submitted for approval. Estimates of budgetary and extra-budgetary funds receipts and expenditures of the Educational Complex are approved by the authorized body, the Ministry of Internal Affairs.

The main income items of the budget of the educational complex for 2023 have the following distribution: tuition fees make up about 9.4% of budget income, state funding-87%, and other income increased from 0.7% to 3.6% after the previous accreditation. It should also be noted that, despite the decrease in the number of students in the Educational Complex, there is no reduction in the budget; the latter is stable. Moreover, the financial resources of the Educational Complex have increased in recent years, mainly due to increased government funding and reform of the police system.

As for expenditures, it should be noted that financial investments in the construction and repair of buildings and structures have increased significantly over the past three years. In 2022, TLI allocated about 47% of its budget to construction works, 35.44% in 2023, and 20.42% in 2024.

7.3 The Institution has policy on financial distribution and capacity to sustain and ensure the integrity and continuity of the programmes offered at the Institution.

It is necessary to state that the APs are generally provided with an appropriate resource base in the Educational Complex. In the framework of the reforms of the police system, in recent years, the material and technical resources of the TLI have been replenished and improved to a certain extent. Fund distribution in the Educational Complex is not carried out according to individual academic programs. Being a sectoral educational institution, almost all academic programs use the laboratories, (gym) halls and other resources of TLI.

One resource distribution mechanism in the Educational Complex is the procurement group's purchase of goods, works, and services based on the applications submitted by the relevant individual units. At the end of the year, the Educational Complex Council discusses the budget implementation, determines the necessary changes, and plans income and expenses for the following year. Audit conclusions regarding the Educational Complex's financial and economic activities are issued yearly.

7.4 The Institution's resource base supports the implementation of Institution's academic programmes and strategic plan, which promotes sustainability and continuous improvement of quality.

The educational complex's resource base mainly ensures the implementation of educational processes. TLI's resource base is replenished regularly through its funds and investments from partners.

Electronic assessment systems are being implemented in TLI. The TLI generally plans to acquire and replenish the necessary resources annually. The Educational Complex has the necessary resources to implement the strategic plan and the IDPs. Resource planning for educational processes is carried out based on department requests and requests for resource assessment. The TLI has its resource base for implementing APs; at the same time, it uses the resource base of its partners. Within the framework of various APs, the internships are conducted in the relevant divisions of the police system and other law enforcement structures.

7.5 The Institution has a sound policy and procedure to manage information and documentation.

The Educational Complex's internal and external documentation is carried out per the administrative procedure. The Mulberry electronic documentation system was introduced to ensure document flow with the authorized body. The Educational Complex's internal documentation and information transfer management are carried out through a single internal network to which 500 computers are connected (300 computers during the previous accreditation). This process is managed by the Department of International Cooperation and Implementation of Information Technologies.

Scientific and scientific-methodical articles, educational manuals, etc., are placed in a separate section on the website. The Moodle system has been implemented for the "Patrol" academic program.

Information about the Educational Complex is also disseminated through the official website, information manuals, booklets, printed and electronic media, and announcements.

7.6 The Institution creates safe and secure environment through health and safety mechanisms taking into account the students with special needs.

The Educational Complex is a military unit; the security of its premises is ensured by a 24-hour duty, which the service department organizes, and students are also included in this process. The internal disciplinary rules of the state non-profit organization of the RA Police Educational Complex apply to students and all staff. The TLI has structural and planning documentation for civil defence and a basement floor that can be used as a shelter.

Courses on "Civil Defense" and "First Aid to the Population in Emergency Situations" are taught in various academic programs to increase students' awareness and develop their ability to orient themselves in emergencies. The Educational Complex's first aid center provides health services and has toilets, bathrooms, dressing rooms, and three wards. It is equipped with medicine and some first-aid equipment. One doctor and one nurse work here, providing first aid within their duties and, in individual cases, accompanying students or employees to the city polyclinic or hospital for further medical care. To ensure the fire safety of the educational complex, evacuation plans and necessary fire extinguishers are posted in visible places on all floors.

No policies and procedures are in place to protect the health and safety of students with special needs in the Educational Complex. The Educational Complex does not have and has not had such students, and therefore, the building conditions are not suitable for them either.

7.7 The Institution has special mechanisms in place for the evaluation of the effectiveness, applicability and availability of resources given to the teaching staff and learners.

Surveys conducted with faculty, graduates, and students regarding satisfaction with resources, discussions, and organized meetings are considered mechanisms for evaluating the usefulness, availability, and efficiency of resources and services provided to internal stakeholders. Internal stakeholders can express their opinions, concerns, and issues regarding the resources during meetings with the management staff, including in the relevant councils (scientific council, student council, faculty council) and chair meetings. The Educational Complex conducts resource satisfaction surveys among both students and graduates. On the other hand, however, the Educational Complex did not complete an analysis of the applicability, availability and effectiveness of the resources provided.

Considerations: The expert panel considers that the current resources of the educational complex ensure the implementation of the APs' goals at all educational levels. It is positive that the professional offices, laboratories, and classrooms were improved and equipped after the previous accreditation process. New specialized classrooms and laboratories were opened, contributing to the modernization of teaching and assessment methods and achieving the outcomes defined by the academic programs.

The main part of the TLI budget depends on state funding, which, on the one hand, provides the Educational Complex with a stable financial inflow and, on the other hand, can cause the risk of financial dependence. In the future, the Educational Complex will need to implement several measures to ensure the diversification of funding sources, such as developing services for the provision of paid services, involving financial resources through international programs, etc. The Educational Complex can also create endowment funds that can ensure the institution's financial sustainability in the long term and be used to develop academic programs, promote scientific research, etc.

The expert panel notes that the distribution of resources according to the APs is more general than that in the higher education APs. To carry out the current resource planning of APs more efficiently, it would be more appropriate to present the resource requirement for each AP and each course. The expert panel positively evaluates the Educational Complex's resources in the direction of electronic documentation, contributing to internal and external documentation regulation quickly and efficiently.

The expert panel also encourages the digitization of the library and the creation of online training platforms. The latter will contribute to ensuring greater access to TLI's resources and providing study materials to students absent from classes and participating in short-term courses. The expert panel positively evaluates the presence of an occupational health and safety service and environmental safety in the Educational Complex. At the same time, the expert panel notes that the shortage of medical personnel (only two people) may not be enough to provide timely first aid to those injured during the exercises, considering the large number of platoons and groups and the increase of practical hours.

The expert panel considers the implementation of various surveys to evaluate the educational environment in the Educational Complex positive, as it contributes to the identification of needs and the improvement of the educational environment. However, there is still no analysis of the effectiveness of mechanisms for evaluating the educational environment.

Summary: Considering the existence of a favourable educational environment in the Educational Complex, in particular, the technically equipped classroom and laboratory base, material and technical resources, the implementation of security and health services, the existence of a policy for the distribution of financial resources, the introduction of information dissemination and documentation systems, the expert panel considers that the Educational Complex has the necessary resources for the creation of a learning environment and the effective implementation of the defined mission and goals.

Conclusion: The compliance of the ECMIA institutional capacities to the requirements of Criterion 7 is satisfactory.

VII. SOCIETAL RESPONSIBILITY

CRITERION: The Institution is accountable to the government and society for the education it offers and the resources it uses as well as for the research it conducts.

Findings

8.1 The Institution has clear policy on accountability.

The Educational Complex, in its 7th strategic direction (Public involvement, social cooperation and services), has defined three strategic goals: "Increase the social responsibility of the Educational Complex and ensure the accountability of the activities", "Expand the activities of the Educational Complex through the creation and dissemination of knowledge in the services provided to society" and "Ensure awareness of the activities of the Educational Complex in the broad circles of the society". The hierarchical accountability in the Educational Complex is based on the "Procedure for the Implementation and Accountability of Information-Analytical Works in the RA Police Educational Complex" (approved on 17.07.2019) and "The Procedure for Submission of Requirements and Submission of the Report on the Implementation of the Strategic Plan of the RA Police Educational Complex" (approved in 2018).

For internal accountability, each department and division of the Educational Complex prepares quarterly, semi-annual, nine-monthly, and annual activity reports (by functional areas). The reports are transferred to the educational and development department, which summarizes the department reports and presents an annual reference report on analysing the entire Educational Complex's activity. The reports are discussed in an operational meeting. A report on analysing the results of the Educational Complex's activities for the reporting period, management decisions, and recommendations based on operational consultations' results. The quality and results are also discussed in the meeting of the Educational Complex council. Then one copy is submitted in writing by the head of the Educational Complex as external accountability to the authorized body, namely the headquarters of the RA Police. At the same time, the second copy is kept in the secretariat. The analyses of the relevant reports (3-month, 6-month, 9-month) submitted to the expert group showed that they were mostly descriptive and documented the work done by the units, lacking analysis. For each year, a report on the implementation of the strategic plan is also prepared, which provides brief information on the actions outlined in the strategic plan's timeline, a description of the planned steps, the results of the implementation of those steps, as well as the responsible departments and necessary resources. These reports are directly related to the objectives and tasks of the strategic plan, detailing the steps taken in the relevant direction by the respective department.

8.2. The Institution ensures transparency of its procedures and processes and makes them publicly available.

The Educational Complex's first objective of the 7th strategic direction is "to ensure the accessibility and availability of information regarding the activities of the educational complex, as well as the transparency and openness of its operation." According to the public relations development concept developed in 2018, one of the main tasks of the Educational Complex is to ensure publicity and transparency of activities. As can be seen, the two documents are directly interconnected in terms of defining issues. As it appears, the two documents are directly interconnected from the perspective of defining issues. In this direction, the International Cooperation and IT Implementation Department is appointed to coordinate the work, which operates according to the 2019 charter and its functions. The department is subordinate to the educational and development department of the Educational Complex. The department's regulatory and procedural documents regarding the activities of the

educational complex are made available to the public on the official website of the RA Police Educational Complex - edupolice.am, and information, news, and announcements are also available on the Facebook page, "I Have Honor" magazine, YouTube channel and other mass media.

The Educational Complex's website is trilingual (Armenian, Russian, English). However, unlike Armenian, downloads of the website in foreign languages are few, and publications and information are not available in several sections. The Educational Complex analyzes both the official website and the frequency of visitors to the corresponding Facebook page. In particular, the number of website visits in 2023 was 76,455. The Facebook page has 9,700 followers.

8.3. The Institution has sustainable feedback mechanisms for establishing contacts with society.

The Educational Complex considers advertising campaigns through electronic media, publication of informational materials, brochures, meetings with parents and schools, and Expo exhibitions as mechanisms of forming relations with society. The Educational Complex considers the possibility of the official Facebook page as the most effective means of providing feedback to the public. Besides providing feedback, it is also the best way to quickly convey information to the public and stakeholders, advertise, and enhance public relations (the page has around 10,000 followers). The Educational Complex also considers the official website as an effective means of feedback, through which the stakeholders can direct their questions to the Educational Complex in the form of a personal letter through the "contact us" section. Every year, the number of annual applicants through the official website feedback is around 300. On the other hand, meetings with the expert panel and the TLI and the study of the presented document package indicate a lack of analyses regarding the evaluation and effectiveness of feedback mechanisms.

8.4. The Institution has mechanisms that ensure knowledge /value/ transfer to the society.

As the only professional educational institution in the field, the Educational Complex considers it one of its responsibilities to provide educational, scientific, methodological, expert, and service delivery in the areas of civil society security, maintenance of public order, and protection of the rights and legitimate interests of individuals and legal entities. From the point of view of societal responsibility and providing a free service to society, it is necessary to mention the activity of the Educational Complex's "pro bono" legal clinic. Individuals can receive consultation on civil, criminal, and administrative law issues by the established procedures and schedule.

To fight against illegalities in the RA region, fight against illegal drug trafficking, and strengthen the relationship between society and the police, the Educational Complex conducts explanatory and informative meetings among schoolchildren.

The website informs about the scientific works and achievements of the faculty of the Educational Complex and promotes and spreads the development of scientific thought in RA. All issues of the articles of the scientific-methodical periodical "Bulwark of the Law" and the monthly magazine "I Have Honor" are posted.

The Museum of the Educational Complex's activities are also important for imparting knowledge to society. Every year, about 450 visitors visit the museum, where they learn about the history of the RA Police, its role and significance in the RA law enforcement system, and the establishment of the state.

Considerations: The Educational Complex is guided by a hierarchical accountability system typical of power structures, strengthening the connection between the Ministry of Internal Affairs and the Educational Complex. The expert panel believes that the reports of the 3-month, 6-month, and 9-month units could include a requirement for presenting proposals or areas for improvement, which would contribute to advancing the units' activities. It is positive that the Educational Complex, based on the consultations of the previous expert report, prepares an annual report of the strategic plan, which details the results of the implementation of the steps planned in the schedule, responsible departments, and resources.

It is positive that the Educational Complex ensures the publicity and transparency of information about its activities through various mechanisms. The expert panel only considers that presenting the information provided by the Educational Complex in foreign languages will increase visibility among international partners.

It is also important to apply the concept that promotes the formation of relations with society and the availability of appropriate tools and means. However, the lack of feedback analysis still does not allow evaluation of their impact on the Educational Complex's activity.

The expert panel highly values the work of the legal clinic, which provides free consultations to citizens on various legal issues, as a way of transferring knowledge or values to the public. Also, the expert panel highlights the efforts of the Educational Complex aimed at the formation of legal thinking among students and is hopeful that such initiatives will be more numerous in the future, contributing to the strengthening of society-police relations and the formation of a law-enforcement society.

Summary: Considering that the Educational Complex has a hierarchical reporting system accessible to internal and external stakeholders, various feedback mechanisms are in place, and various platforms are in place to ensure the transparency of its processes, the role of the Ministry of Internal Affairs in the security of civil society, and the maintenance of public order, the expert panel finds that the Educational Complex meets the requirements of criterion 8.

Conclusion: The compliance of ECMIA institutional capacities to the requirements of Criterion 8 is satisfactory.

VIII. EXTERNAL RELATIONS AND INTERNATIONALIZATION

CRITERION: The Institution promotes experience exchange and enhancement through its sound external relations practices, thus promoting internationalization of the Institution.

Findings

9.1 The Institution promotes its external relations through sound policies and procedures aimed at creating an environment conducive to experience exchange and enhancement and internationalization.

According to the 2022-2026 strategic plan and action plan, the expansion of foreign relations and internationalization is considered one of the Educational Complex's strategic directions. In this direction, the Educational Complex has set three goals. From the latter study, it became clear that they are sometimes general and not local, for example, to ensure the consistent implementation of the goals of the Bologna process in the Educational Complex.

Four anticipated outcomes and five issues have been identified for the three established goals. Intended outcomes are sometimes vague and non-measurable, such as the presence of processes supporting mobility and increased implementation and participation in international exchange and mobility programs. It is necessary to note that what the TLI aims for is unclear. Such as how many exchange and mobility programs it wishes to participate in, what percentage of the faculty and students plan to be involved in such processes, and so on.

In accordance with the established goals, the following tasks have been set before the TLI:

- Support the publication of research results by the TLI's faculty members in international journals, publications of partner universities, and the institution's periodicals.
- Study the international best practices of similar foreign universities and, if possible, implement the obtained data in the academic programs.
- Take measures for the participation of faculty members and students in mobility programs within the framework of the TLI's existing bilateral international agreements and other international programs.
- Implement relevant measures to improve the foreign language proficiency of the Educational Complex's administration, faculty, and support staff.

To solve the issues, some outcomes have also been defined, some of which are quantitative, for example, an increase in the number of publications in international periodicals by 5% per year, and the other part is qualitative. Responsible parties have also been designated to ensure these outcomes and deadlines for their implementation.

To promote the expansion and diversification of international relations of the Educational Complex, to guarantee the internationalization of academic programs, as well as to expand the opportunities for academic mobility of students and employees, the Educational Complex approved the order of "Foreign business trips of employees and students of the Armenian Police Educational Complex" in 2021, aimed at regulating these relations. It is necessary to note that in recent years the expenses for business trips have increased. They made up 1.77% of the total budget in 2022, and then, as of July 2024, they made up 3.44%. The expert visit clarified that there have been no recorded cases of student mobility, which the institution explains by its status as a departmental entity and the specific characteristics of its academic programs.

9.2 The Institution's external relations infrastructure ensures regulated process.

The Department of International Cooperation and Implementation of Information Technologies of the Educational Methodological and Development Department operates at TLI and is guided by its Charter. It coordinates actions aimed at ensuring foreign relations and internationalization and solving strategic issues related to the internationalization of the Educational Complex. This subdivision ensures international cooperation with police institutions of foreign countries, studies advanced international practices in the educational process and implements information technologies to improve and modernize the educational process.

The department operates under the Educational and Development Department of the Educational Complex and has eight positions, three of which are filled. The department's employees perform their functions according to its established charter and functional responsibilities. A review of the department's charter indicates that the functions related to external relations and information technology are intertwined, and there is no clear separation between them. It became clear from the site visit that the head of the Educational Complex and his deputies are also involved in the international development work.

The examination of the presented documents shows that the department operates within the framework of an action plan approved by the head of the TLI. From the self-evaluation study and the site visit, it became clear that the Department of International Cooperation and IT Implementation is the national body of the EU Law Enforcement Training Agency (CEPOL), and the head of the department is the national coordinator. The department representative is also the national manager of CEPOL's e-learning platform (Leed). The department staff regularly participate in training courses, including two employees who attended English language courses organized by the British Council, two employees who participated in electronic learning courses organized by CEPOL in Budapest, one employee who participated in the International Visitor Leadership Program organized by the U.S. Embassy in Armenia, and another employee who attended a training course organized by the Federal Bureau of Investigation (FBI) in the United States.

9.3 The Institution effectively collaborates with local and international counterparts.

The Educational Complex interacts with both local and international institutions and structures. Since the previous accreditation, the TLI has signed memorandums of understanding with the V.V. Lukyanov Legal Institute of the Russian Ministry of Internal Affairs, Odesa State University of the Ministry of Internal Affairs of Ukraine, the Siberian Legal Institute of the Russian Ministry of Internal Affairs, and New Bulgarian University. The institution is a member of four international organizations (CEPOL, AEPC, International Forum on Police Education Cooperation, Association of Higher Educational Institutions of the MIA of CIS Member States), within which scientific-practical conferences, in-person and online courses, and mutual visits are conducted. One employee of the Educational Complex participated in the program to combat cybercrimes in 2024 within the framework of the CEPOL TOPCOP program, within the framework of which the head of the cybercrimes department of the Republic of Italy visited the educational complex, which was followed by the visit of the representative of the Educational Complex to Milan.

The site visit revealed that the Educational Complex also cooperates with the Education and Training Department of the Ministry of Internal Affairs of the Czech Republic, the ICITAP Armenian Mission, the Anti-Drug and Law Enforcement Cooperation Program of the US Embassy in Armenia,

the United Nations Development Program, and the Armenian branch of the British Council. Within the framework of collaborations, the lecturers of the Educational Complex participate in trainings. English language development courses for students and lecturers are introduced at the TLI. Within the framework of the ICITAP program, two international lecturers from the state of Texas have also been involved as lecturers to teach in the pre-vocational academic programs.

The institution's partnerships with Armenian higher education institutions include Gladzor University, the Foundation of French University in Armenia, the European University of Armenia, the Justice Academy non-profit organization, and the Scientific and Educational Center of the National Security Service of Armenia. The main cooperation occurs within the "Law" AP framework through conference participation.

The expert visit revealed that in 2021-2023, the Educational Complex implemented 31 experience exchanges and one student cooperation, with lecturers and administrative staff participating. In June 2024, a delegation from the institution, led by the head of the Department of Preliminary Vocational Training of the Educational Center and including two students from the academy, participated in a summer school organized by the People's Public Security University of China in Beijing, strengthening cooperation with partner universities in the People's Republic of China. The two-week program included theoretical and practical courses on China's law enforcement activities.

In the same year, the TLI's representative also participated in events in the Netherlands and Lithuania aimed at police reform. It should be noted that the TLI does not evaluate the effectiveness of visits. Furthermore, there have been no recorded cases of student mobility.

9.4 The Institution ensures internal stakeholders' appropriate level of a foreign language to enhance efficiency of internationalization.

One of TLI's strategic objectives is to improve the knowledge of foreign languages (mainly English) among the administrative, teaching, and support staff. As an outcome, the Educational Complex employees should gradually enroll in foreign language improvement courses at a rate of 10%. According to the self-evaluation, 70% of the lecturers, 76% of the administrative staff, and 43% of the teaching assistants know foreign languages (English, Russian, etc.). Regarding the students, it is noteworthy that, as of 2023, 65% of the free undergraduate students, 30% of the paid undergraduate students, and 28% of college students are proficient in foreign languages.

The Educational Complex cooperates with the British Council to improve the English language knowledge of TLI employees and students. The Educational Complex organized two courses involving about 30 employees and students. The expert visit revealed that the positive dynamics in foreign language proficiency due to these courses are insignificant. The Educational Complex attributes the latter to the lack of motivation of employees and students to study foreign languages, evidenced by the decrease in the number of participants in the above-mentioned courses at the end of the course. At the same time, to assess the effectiveness of the language teaching courses, a survey was conducted at the institution, which indicated that the low participation of internal stakeholders in foreign language courses is due to the inconvenient scheduling of the courses and their non-continuous nature.

Within the framework of CEPOL, in 2023, one staff member from the support team participated in the Police English language improvement course via the LEED online platform. In 2024, two lecturers and one staff member from the support team participated in the same course. The expert visit clarified that, according to the preliminary agreement with the British Council, it is planned to include 20 participants in the English language course in the second half of 2024, precisely eight lecturers, seven support staff, and five students. This course is intended for staff with a B1 or A2 level of English proficiency.

Considerations: The expert group positively assesses that the Educational Complex's external relations and internationalization development are considered priorities. However, some general strategic goals make evaluating their achievement somewhat difficult. To conduct more effective planning, it is necessary to clarify the goals and define the expected outcomes more measurably, including using quantitative indicators for assessment.

It is positive that the Educational Complex has a department that coordinates international cooperation activities. The staff has undergone various training courses and has experience working with international partners, which will enable TLI to organize its activities effectively. On the other hand, combining IT functions with external relations and internationalization processes is a concern from the point of view of a clear division of labor and effective implementation, especially considering the small number of employees and the large functions involved. Additionally, these two areas are quite different and require distinct skills from the staff.

It is praiseworthy that in recent years, the Educational Complex has actively collaborated with international partners through various programs, which contributes to the exchange of experiences and the development of professional skills among faculty and administrative staff. Regarding student mobility, the expert group notes several good practices within the European educational area, where departmental educational institutions have successfully engaged their students and faculty in various mobility programs. To localize the best practices, the Education Complex must find sectoral educational institutions with such best practices, study their legal bases and academic programs, and then discuss them with its internal and external stakeholders, adapting them to their local context. This process must be meticulously planned to ensure the logical sequence of all steps and timely implementation.

The steps taken by the Educational Complex and financial investments aimed at improving the foreign language skills of students and faculty are positive; however, the results of the ongoing monitoring of the courses are still unsatisfactory.

The expert panel believes that to improve students' foreign language skills, it is also necessary to provide assignments in foreign languages within the context of other subjects (including professional ones). Foreign language courses could be included as a mandatory educational component as part of specific credit requirements for students. For staff, participation in foreign language courses could be set as a compulsory professional development component, and based on language proficiency improvement, it could influence their salary level, promotion, etc.

Summary: Considering that the Educational Complex considers the development of external relations and internationalization processes as a strategic priority, there is an appropriate department for the implementation of the defined goals and objectives; after the previous accreditation process,

active steps were taken to attract international partners and programs, which contributes to the experience of internal stakeholders of the Educational Complex exchange and capacity building, foreign language improvement courses are organized for internal stakeholders, the expert panel finds that the Educational Complex meets the requirements of criterion 9.

Conclusion: The compliance of ECMIA institutional capacities with the requirements of Criterion 9 is satisfactory.

IX. INTERNAL QUALITY ASSURANCE SYSTEM

CRITERION: The Institution has an internal quality assurance system, which promotes establishment of a quality culture and continuous improvement of all the processes of the Institution.

Findings

10.1 The Institution has quality assurance policies and procedures.

In the 2022-2026 SP, quality is emphasized among the permanent values, and ensuring the quality of education is a strategic direction. The "Internal Quality Assurance Policy of the RA Police Educational Complex" and the "Concept of Quality Assurance of Professional Education at the Police Academy of the Republic of Armenia" were adopted in 2017 and revised in 2024. In the same year, the quality assurance manual was also revised. The expert visit revealed that the manual has been validated and is in the printing phase, while the electronic version is available to internal stakeholders. It also became clear from the site visit that there were no significant substantive changes in the revised manual; it was adapted to the new name and functions of the department, and the quality management system was introduced.

The TLI also has a procedure for "Conducting Surveys Aimed at Improving Educational Processes at the Police Academy of the Republic of Armenia" (2018). Analyzing QA questionnaires reveals that they mainly assess the degree of satisfaction with professional academic programs. In the Educational Complex, the concept of "quality" is related to the quality of education, and the applied quality assurance mechanisms are mainly related to the quality assurance of academic programs. Not all institutional processes in the realm of quality assurance and continuous monitoring are indirectly related to ensuring the quality of education, such as the management system, internationalization, research effectiveness, and evaluation.

10.2 The Institution allocates sufficient material, human and financial resources to manage internal quality assurance processes.

Until 2022, the Department of Quality Assurance of Education operated at TLI. In 2022, it was renamed the Department of Quality Assurance of Education and Scientific Works, uniting the previously separate scientific works department. The department operates according to its charter, which was approved in a new edition in 2022. The expert visit revealed that the department and its activities primarily focus on quality assurance processes rather than scientific research activities.

The Department of Quality Assurance in Education and Scientific Activities has two separate offices for the head of the department and two employees. One is responsible for quality assurance in education, while the other focuses on scientific activities. There is an unfilled position for a senior inspector, for which a suitable candidate has not yet been found. The department operates under the methodological administration, headed by the Deputy Director of the Academy, with the connection between the head of the department and the Academy's director being mediated.

The department has the necessary facilities; however, no separate financial resources are allocated for the department's activities. From the site visit, it became clear that the above is due to the TLI's financial allocation policy. If necessary, the necessary financial resources are allocated to the department according to the request (for example, printing the quality manual; since the same department also coordinates the scientific works, then allocations are made to the manuals for printing articles and periodicals of TLI).

10.3 The internal and external stakeholders are involved in quality assurance processes.

Internal and external stakeholders are primarily involved in quality assurance activities through surveys and focus group discussions have also been conducted. Surveys are conducted with students in the following directions: "Lecturers through the eyes of students", "Questionnaire aimed at revealing the level of satisfaction with the professional academic program", "Study aimed at evaluating the effectiveness and availability of material and technical resources supporting the educational process by students", "Study aimed at revealing the effectiveness of the professional activities of the head of the course", with lecturers: "Survey on evaluation of the effectiveness of management and administration by lecturers", with graduates: "Questionnaire aimed at identifying educational needs among graduates of RA Police Educational Complex", with employers: "Regarding improvement of professional abilities of graduates of RA Police Educational Complex free training".

From the study of the questionnaires and their analyses, it became clear that there are suggestions for improvement. However, the questionnaires do not always contribute to collecting objective information because they have yes, no, satisfactory, unsatisfactory, and other similar answers (for example, a survey on evaluating the effectiveness of management and administration by lecturers). Previously, surveys among students were conducted online, but at the request of the students, a transition was made to the paper version. The site visit revealed that the Department of Quality Assurance in Education and Scientific Activities regularly holds discussions with subdivisions, specifically involving the departments to encourage them to conduct analyses in their reports. Students are also involved in the Student Committee for Quality Assurance, which includes informing about the organized surveys and encouraging student participation.

According to the self-evaluation, the Educational Complex's external stakeholders are graduates, employers, and relevant state bodies, which are included in the Council of the Educational Complex. From the site visit, it became clear that the institution considers the admission process of candidates to be a mechanism for involving external stakeholders in quality assurance activities. External stakeholders, such as Ministry of Internal Affairs representatives and employers, are also involved in the final certification processes.

External evaluators are also engaged in the institution's continuous monitoring and review activities. Notably, the NGO's monitoring group evaluates the "patrol" qualification system. It is significant that they also provide recommendations for improving academic programs and the curriculum committee's retraining and selection competition requirements. These recommendations are heard and discussed in council meetings. It is necessary to note that these processes are not connected with the internal QA processes of the TLI. The monitoring and evaluation criteria of the APs are developed and applied by external evaluators, the results and analyzes of which are also available to the Educational Complex. The expert panel also observes that the successful experience of the TLI concerning the evaluation of the "patrol" AP is based on the effective use of the mechanisms implemented by external evaluators. Still, at the same time, they have not been localized in the Educational Complex.

A "strategic planning and quality assurance" committee also operates alongside the council. This committee discusses the regulations for implementing quality assurance systems and reports on quality assurance from various departments, among other matters.

10.4 The internal quality assurance system is periodically reviewed.

The TLI aims to ensure the quality of various processes through a cycle of "plan–do–check– act," which is more clearly expressed in educational processes, while other processes remain somewhat fragmented. Currently, the institution is primarily in the do phase.

The TLI's internal quality assurance system operates based on an established documentation framework. However, the expert panel notes that many of the regulatory documents in effect at the TLI were approved during the previous accreditation phase in 2018-2019. From the perspective of reviewing the quality system, the institution has received several consultations since the last accreditation to promote a culture of quality assurance and create a cohesive quality system. These consultations focused on reviewing policies and procedures, involving internal and external stakeholders, revising questionnaires, enhancing collaboration between quality assurance and various departments, and establishing clear mechanisms for data collection regarding quality assurance. The expert panel states that the TLI has made positive progress in some works, particularly the more comprehensive involvement of internal and external stakeholders in quality assurance, questionnaire diversification, and analytical components in reports and other works. Nevertheless, the planned review of the quality assurance policy and the setting of priorities has not been fully realized. The quality assurance manual was revised in 2024, but the effectiveness of this revision cannot currently be assessed. On the other hand, the mechanisms for collecting data on quality assurance primarily rely on surveys, and the institution has not yet evaluated the effectiveness of its quality assurance mechanisms.

10.5 The internal quality assurance system provides valid and sufficient grounds for the external quality assurance processes.

The institution considers the main sources for collecting and analyzing information for external evaluation processes to be the annual, quarterly, semi-annual, and annual reports from both the

departments and the head of the institution. Surveys organized by the institution also serve as informational sources.

The Educational Complex prepared and presented a self-evaluation for institutional external evaluation for the second time. The self-evaluation presented was often descriptive and did not fully address the required standards. The presented data were incomplete and systematic, and it became clear from the site visit that there were inconsistencies and a lack of unified data. It is also necessary to note that after the previous accreditation, an analysis of the functions of the Educational Complex was carried out in 2022 by invited external experts (Romania, Spain), which was summarized in the final report "Analysis of the Functions of the RA Police Educational Complex". Specific processes (such as teaching quality and implementing quality assurance systems) are also undergoing external evaluation.

10.6. The internal quality assurance system ensures the transparency of the processes at the Institution providing valid and up to date information on their quality to the internal and external stakeholders.

The TLI's website features a separate "Quality Assurance in Education and Scientific Activities" tab, which provides information exclusively related to scientific work. However, this page lacks comprehensive information from a quality assurance perspective, as the only report on scientific activities dates to 2018. Additionally, a section titled "Quality Assurance Process in Education" includes information on participation in quality assurance activities (previously titled), criteria for accreditation processes, and details regarding the Bologna Process. This section also presents the results of surveys, showcased through quantitative analysis. However, there is a lack of documentary information in the analyses; for example, it does not specify the year of the study or the number of participants involved. The documents section of the same page is also outdated, primarily featuring documents from 2017. For instance, the charter of the "Quality Assurance Division" is published, but the charter and other documents of the newly formed Quality Assurance and Accreditation Division are not available, and the quality assurance manual has not been published. The self-evaluation report and the expert panel's studies revealed that internal stakeholders at the institution are informed about the processes of quality assurance in education, the ongoing monitoring of academic programs, and current and upcoming changes. This information is disseminated during various meetings.

Considerations: The expert panel positively evaluates the Educational Complex's initiative to revise the quality assurance policy and manual, adapting them to the structural changes. However, the mentioned changes are not deep enough, and so far, no clear approaches are visible as to how quality assurance will affect not only the APs but also the quality assurance of other processes implemented in the TLI, which may contribute to the delay in the development of other areas. The expert panel notes that the issue of expanding and clarifying the scope of quality assurance activities will need to be addressed in the future because the institution formed after the reforms will need to have such a quality assurance system that will analyze and resolve all current issues in all areas. This approach will make it possible to implement only data-based reforms and changes, which is important for systemic and continuous development.

It is positive that the Educational Complex provides material and human resources for implementing quality assurance processes, which contributes to the organization of QA works.

Continuous reviews of the quality assurance system are crucial for the development of the overall system; however, the expert group observes that these reviews often occur without sufficient in-depth analyses, leading to results that are not always satisfactory. This is particularly evident in the fact that scientific work has been integrated into the quality assurance system following the previous accreditation, hindering the full realization of two strategically important areas. Additionally, the Quality Assurance Department, which coordinates research activities, cannot objectively assess science development, which contradicts the principle of independence in quality assurance.

The current placement of the department responsible for quality assurance functions within the organizational structure (at a vertical third level) primarily hinders the evaluation of the TLI's management system, which in the long run could obstruct the objective improvement of strategic planning tools (effectiveness of implementing strategic plans, quantitative and qualitative assessment indicators, and the efficiency of operational management connections). From this perspective, the expert group emphasizes the urgency of establishing an independent quality assurance body and implementing a comprehensive quality assurance system within the management's "new" model.

It is positive that after the previous accreditation, the Educational Complex expanded the inclusion of internal and external stakeholders in quality assurance processes, which can contribute to a more objective evaluation of academic programs and other processes and their continuous improvement. Nevertheless, it should be noted that the internal evaluation tools and mechanisms do not always support data-driven decision-making; in some cases, successful experiences rely not on internal but on external evaluation mechanisms. In this context, it is necessary to emphasize the balanced development of internal quality assurance and evaluation mechanisms and the application of tools for assessing their effectiveness, which will facilitate the implementation of quality assurance processes in all areas. It is also important to localize external evaluation tools (currently conducted by other organizations) to ensure the continuous improvement of academic programs.

It is concerning that the educational institution undergoing institutional accreditation for the second time still lacks sufficient mechanisms to conduct reasoned and systematic analyses. Incomplete and inconsistent data may hinder evaluation processes. The expert panel considers it negative that the information on quality assurance on the Educational Complex's website is not updated and comprehensive, which can obstruct the transparency of quality assurance processes and data accessibility for external stakeholders.

Summary: Considering that quality assurance processes are not available in all departments of the Educational Complex, as a result of the merger of the science and quality assurance departments, the work of the two sectors has been hindered, causing a conflict of interests, the internal quality assurance system does not localize the external positive experience of the monitoring of CSI APs, there are no updated and complete data published on quality assurance processes, the expert panel finds that the institutional capacity of the Educational Complex does not meet the requirements of Criterion 10.

Conclusion: The compliance of ECMIA institutional capacities to the requirements of Criterion 10 is unsatisfactory.

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

CRITERION	CONCLUSION
I. Mission and Purposes	Satisfactory
II. Governance and Administration	Satisfactory
III. Academic Programs	Satisfactory
IV. Students	Satisfactory
V. Faculty and Staff	Satisfactory
VI.Research and Development	Satisfactory
VII. Infrastructure and Resources	Satisfactory
VIII. Societal Responsibility	Satisfactory
IX.External Relations and Internationalization	Satisfactory
X. Internal Quality Assurance System	Unsatisfactory

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Asya Simonyan, Head of the Expert Panel

28.10.2024

APPENDICES

APPENDIX 1.CVS OF EXPERT PANEL MEMBERS

Asya Simonyan- In 2013, graduated from Gyumri State Pedagogical Institute (GPMI) "Physical Culture and Sports" master's program. 2013-2017 was a post-graduate student in the "Methodology of Teaching and Education (Physical Culture)" specialty. Candidate of Pedagogical Sciences. 2017 until now, she is an assistant at the Department of Sports and Art at Shirak State University. From 2005 to 2007, she worked at "Gyumri Gymnast" CJSC as an artistic gymnastics coach. Since 2007, she has been working at the Gyumri Sports Higher Master's School as a coach-educator; from 2013 to now, she has been working at Shirak State University, currently at the Department of Sports and Arts as an assistant professor. Since 2017, she has been a referee of the international class of individual and group forms of artistic gymnastics. From 2021, she has been a member of the artistic gymnastics refereeing council of the RA Gymnastics Federation. Published 13 scientific articles in national and international periodicals. In 2004, she received the title of Master of Sports of RA artistic gymnastics. She is a multiple winner and prize winner of national and international artistic gymnastics championships. She is a participant in the 2008 World Cup, 2010 World Championship and 2012 World Club Championship. In 2013, she was recognized as the winner of the Republican "Best Student" competition (in sports) by the Master's academic program. In 2015, she was awarded the "Certificate of Honor" by the National Olympic Committee for his great contribution to physical culture and sports, popularizing artistic gymnastics and the Olympic ideology.

Aida Tadevosyan- In 2012, she graduated with a Master's degree from the Faculty of Law of the European Regional Academy of Education, and in 2015, she completed her postgraduate studies. In 2018, she was awarded the scientific degree of candidate of legal sciences, and in 2019, she was awarded the class degree of the second-class adviser of the RA judicial service. Since 2014, she has been a lecturer at the Chair of Law at the European University of Armenia. She is the head of the Expert-Analytical Department of the Legal Advisory Department of the RA Constitutional Court. She is the author of several scientific publications.

Gegham Karoyan- in 2004, he graduated with a master's degree from the Faculty of Cybernetics of the State Engineering University of Armenia, and in 2006, he completed his postgraduate studies. In 2008, he was awarded the degree of candidate of technical sciences, and in 2013, he was awarded the scientific title of associate professor. Deputy Dean of the Faculty of Cybernetics, in charge of scientific works.From 2013-2022, docent of the "Electronic Techniques" chair, 2017-2019. 038 – Member of the Professional Council of Electrical Engineering (E09.01). In 2022, he worked as the "Electronics, Biomedical and Measuring Systems" Chair of the Institute of Information and Communication Technologies and Electronics. 2017 From November until now, Deputy Director of the Institute of Information and Communication Technologies and Electronics in the field of education. From 2022 until now, Associate Professor of the "Electronics, Biomedical and Measuring Systems" Chair.

Avetik Khostegyan—From 2022 to 2024, he was a project manager at the "Bayazet" center, an IT project manager at Freelance, and the coordinator of the International "Civic Education Center" of Eurasia University. From 2021 to 2022, he was a Communication Specialist at YouthPower Initiative. From 2022 to 2024, he was a Member of the "Public Council on the Protection of Youth and Children's Rights" under the RA Human Rights Defender.

Ion Roceanu -Graduated from the Academy of Higher Military Research in 1994 with a bachelor's degree in "Communication and Information Systems". In 1998, he was a defence resource management specialist at the US Naval Postgraduate School in Monterey. In 1996-2000, at the "Carol 1" National Defense University, he researched "Usage of Public Telecommunications Infrastructure in the Military Sector Before, During, and After Crises", receiving a Ph.D. In 2015, he was a specialist in the "Common Security and Defense Policy" department of the European Defense and Security College. From 1996 to 2005, he was a professor of "Carol 1" at the National Defense University, and from 2012 to 2016, he was vice-rector of scientific research and innovation sciences at the same university. In 2015-2017, he was a professor at the National Defense College, and in 2020-2021, he was the head of the doctoral school. From 2021 until now, he has been the head of the Council of Doctoral Sciences.

APPENDIX 2. SCHEDULE OF SITE VISIT

25.06.2024-28.06.2024

	25.06.2024	*Launch*	*End*	*Duration*
1	Closed discussion of the expert panel	09:30	11:30	120 minutes
2	Meeting with the Head of the Educational Complex	12:30	13:30	60 minutes
3	Break, discussions of the expert panel	13:40	14:40	60 minutes
4	Meeting with the first deputy head of the educational complex	14:50	15:40	50 minutes
5	Meeting with the self-evaluation working group	15:50	16:40	50 minutes
6	Meeting with the Board of the Educational Complex	16:50	17:40	50 minutes
7	Meeting with alumni	17:50	18:40	50 minutes
8	Observation of documents, close meeting of the panel	18:50	19:30	40 minutes

	26.06.2024	*Launch*	*End*	*Duration*
1	Meeting with heads of faculties	09:30	10:30	60 minutes
2	Meeting with heads of departments (including the academy, college, and training center)	10:40	11:40	60 minutes
3	Meeting with representatives of the main and joint teaching staff (10-12 people)	11:50	12:50	60 minutes
4	Break, discussions of the expert panel	13:00	14:00	60 minutes
5	Meeting with students receiving primary, secondary professional and higher education (10-12 people)	14:10	15:10	60 minutes
6	Meeting with heads of departments (Educational and Development Department, Educational Process Organization and Control Department, Training Center, International Cooperation and IT Implementation Department, HR Department, Master's Degree Department, Financial Department, Purchasing Group, Medical Department)	15:20	16:30	70 minutes
7	Meeting with employers	16:40	17:30	50 minutes
8	Observation of documents, close meeting of the panel	17:40	19:00	80 minutes

	27.06.2024		*Launch*	*End*	*Duration*
1.	Resource observation		09:30	11:30	120 minutes
2.	Meeting with the responsible/s/ of the paid and free academic program of the "Law" speciality	Meeting with the responsible/s/ of academic program of the "Law" speciality	11:45	12:45	60 minutes
3.	Break, discussions of the expert panel		12:55	13:55	60 minutes

APPENDIX 3. LIST OF DOCUMENTS OBSERVED

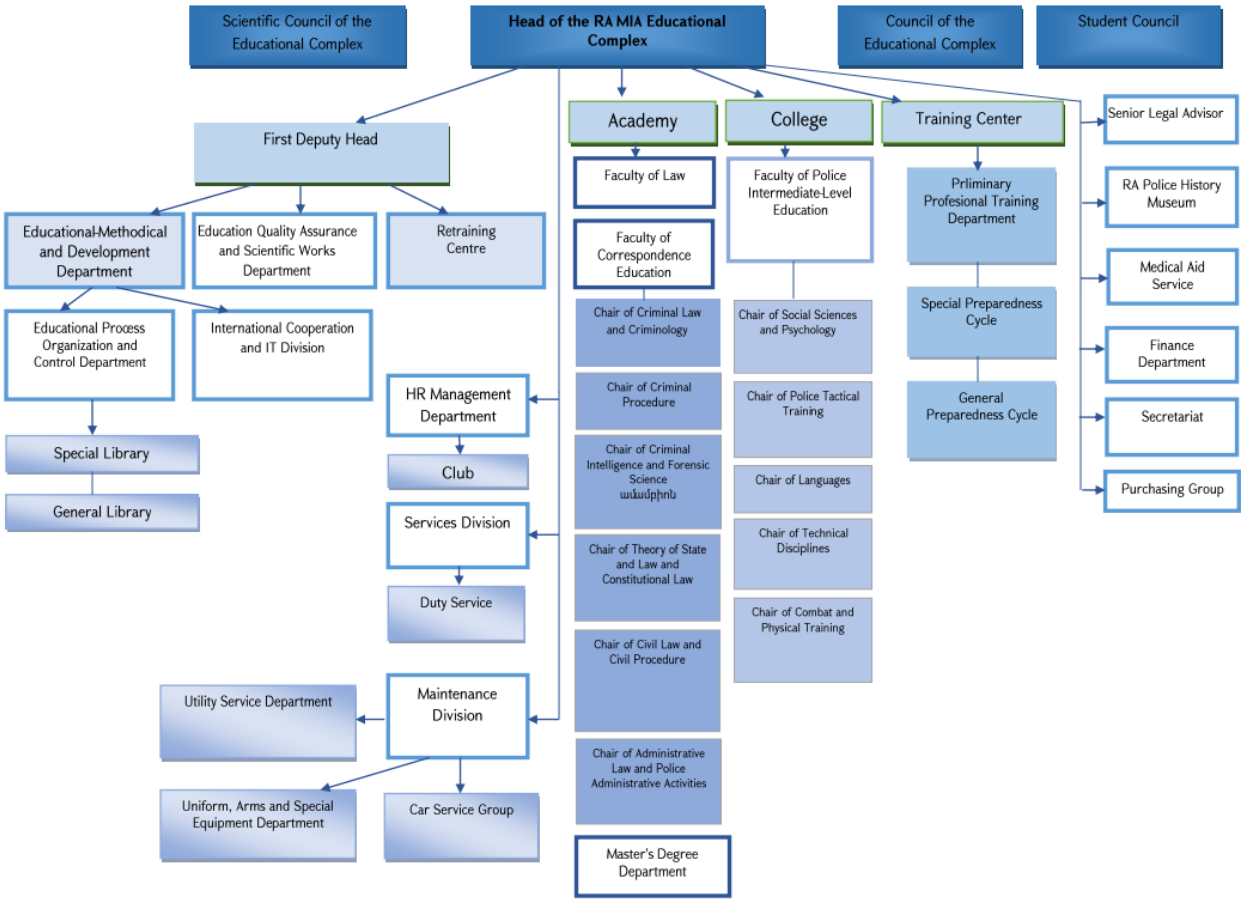
N	Name of the document	Criterion
1.	Monitoring Group Report of 2023 SP	1
2.	2024 Advisory Body Plan approved in 2023	2
3.	2023-2024 annual plans, performance, and improvement plans of the divisions	2
4.	Procedure for conducting surveys aimed at improving educational processes in the Educational Complex of the RA Police approved by the Scientific Council on 11.07.2018	2
5.	The budget and spending directions of the educational complex	2
6.	The staff list for the last year	2
7.	Regulations on maintaining citation standards and combating plagiarism	3
8.	Samples of diplomas of students studying in the free and paid system of the "Law" AP	3
9.	Examples of graduate theses and master's theses by high, average, and low grades	3
10.	Graduation Questionnaires for the VET program	3
11.	Lesson plan	3
12.	AP outcomes, Subject programs	3
13.	Topics of final theses	3
14.	Analyzes of the APs monitoring	3
15.	Results of the benchmarking of the APs	3
16.	Assignments provided to students within the framework of the APs	3
17.	Analysis of student dropout statistics	4
18.	Number of students by educational level for the 2023-24 academic year	4
19.	Procedure for admission of students studying in the free system	4
20.	SC composition, SC minutes (also from extended sessions)	4
21.	Procedure of consultations	4
22.	Schedule for contacting administrative staff	4
23.	Guide for applying to the management and administration of the Educational Complex by the students	4
24.	Students' satisfaction with the consultations provided to them /analyses/	4
25.	The employment rate of graduates in the last year /the document has no justification/	4
26.	Contracts signed with students	4
27.	Research work done by students	4
28.	SC composition, plans and reports for the last three years	4
29.	Faculty composition and subjects/modules taught by them	5
30.	Functional framework of faculty	5
31.	2023 survey results/lecturer through student's eyes	5
32.	Rating scale of faculty composition	5
33.	The class observation records, results analyses, annual or semi-annual, for the last three years	5
34.	Results of the conclusions made because of the class observations	5

35.	Lecturer training data (local and international) by department for the last three years	5
36.	Forms of financial incentives for lecturers	5
37.	Example of a mentor report, example of a plan schedule	5
38.	List of lecturers who have undergone external evaluation	5
39.	Data on the provision of surcharges	5
40.	The average age of the faculty, the average seniority of working in the Educational Complex, the turnover of staff / quantitative data /	5
41.	A list of who teaches at the academy, who teaches at the training center and who teaches at the college	5
42.	Documents related to mentoring/plans reports /	5
43.	List of publications by lecturers of TLI by departments	6
44.	Analysis of the implementation of the guiding principles of the sector and the development concept /2019-2023/	6
45.	Regulations of the Methodical Council	6
46.	List of participants of 5 international scientific and practical conferences and one student conference organized in the educational complex of the RA Police during the last 3 years, list of approved works for printing	6
47.	Agreements and memoranda with international structures and a list of what research works have been carried out together with them	6
48.	Annual purchase plan /last 3 years/	7
49.	Analyzes of satisfaction with library resources	7
50.	Statistics, how many citizens does the clinic provide counselling each year and on what topics	8
51.	The main topic of international experience exchange visits, dates	9
52.	Students who have undergone foreign language training, the composition of SC	9
53.	List of CEPOL trainings: place, topic, time	9
54.	List memorandums of cooperation signed with local educational institutions	9
55.	QA Manual draft	10
56.	In 2022, the functions of the Educational Complex were analyzed by invited experts	10
57.	QA department work plans and reports	10

APPENDIX 4. RESOURCES OBSERVED

1. Halls
2. Audiences, professional audiences
3. Computer rooms
4. Simulation rooms
5. Shooting range
6. Faculties
7. Library
8. Medical part
9. RA Police History Museum
10. Dormitory

APPENDIX 5. ORGANIZATIONAL STRUCTURE OF THE EDUCATION INSTITUTION



APPENDIX 6. LIST OF ABBREVIATIONS

ECMIA- Educational Complex of the Ministry of Internal Affairs

ANQA-National center For Professional Education Quality Assurance Foundation

AC- Academic Programme

TLI-Tertiary Level Institutions

QA- Quality Assurance

NQF-National Qualification Framework

SSQ- Sectoral Scope of Qualifications

SP- Strategic plan

ICITAP-International Criminal Investigation Training Assistance Program
USA- United States of America

USSR- Union of Soviet Socialist Republics